COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American Association *of* Collegiate Registrars *and* Admissions Officers



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Contributors to This Issue

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ARTHUR S. ADAMS is President of the American Council on Education. He has been a frequent guest speaker at meetings of AACRAO, and has often contributed to COLLEGE AND UNIVERSITY.

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IRENE M. DAVIS is Registrar of The Johns Hopkins University, Baltimore.

•

THEODORE A. DISTLER is Executive Director of the Association of American Colleges.

•

EARL IFFERT is a member of the staff of the United States Office of Education.

•

FRANCIS KEPPEL is Dean of the Faculty of Education, Harvard University.

•

MICHAEL RADOCK is manager of Public Relations at the Ford Motor Co.

•

KERMIT SMITH is Assistant Registrar of Michigan State University.

HERMAN SPINDT is Director of Admissions, University of California at Berkeley.

•

WILLIAM H. STRAIN is Admissions Director of Indiana University.

•

RONALD B. THOMPSON, Registrar of Ohio State and past president of AACRAO, has made a place for himself as the country's foremost authority on enrollment forecasting.

•

B. ALDEN THRESHER is Director of Admissions, Massachusetts Institute of Technology.

•

CLYDE VROMAN is Director of Admissions at the University of Michigan.

•

C. O. WILLIAMS is Dean of Admissions and Registrar, Pennsylvania State University.

•

EUGENE S. WILSON is Director of Admissions, Amherst College.

JOHN M. RHOADS, 41st President of AACRAO, brings to his new office a broad background of experience, both in this Association, in which he has been a member of the Executive Committee for six years, and in the Middle States Association, which he has served as Secretary-Treasurer, Vice-President, and President. He was Chairman of the Committee on Local Arrangements for the Philadelphia convention of AACRAO in 1948, Chairman of the Committee on Special Projects from 1949 to 1954, and Vice-President last year.

John was born in Johnstown, Pa., and after graduation from high school worked for five years at the Bethlehem Steel Co. before entering the University of Pittsburgh. He received the B.S. degree in 1932, and remained at Pitt for a year as a staff member in the Registrar's Office. In 1933 he went to Temple University as Assistant Registrar. He became Registrar in 1941, and in 1946 took on the additional duties of Director of the Summer Session. He also finds time to serve as Secretary of the undergraduate Committee of Deans, Secretary of the University Council, Chairman of the Career Conference Committee, and member of the Board of Directors of the Civic Forum League for Secondary Students.

He is a member of Beta Gamma Sigma and of the National Educational Association, and of the Official Board of the First Methodist Church of Germantown. Mrs. Rhoads is the former Virginia Adkins, and they have two daughters, Karen and Elizabeth. John holds the Master of Business Administration degree from Temple University.

John's quick and ready wit, his friendliness, his thorough familiarity with the problems and personalities of AACRAO, and his statesmanlike grasp of educational principles and values, make him a natural selection for the Presidency. He is a worthy successor to the long list of gifted and devoted men and women who have held that office before him.

WCS



JOHN M. RHOADS

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The Rising Tide Lifts All the Boats

ARTHUR S. ADAMS

I AM SURE you have guessed that the rising tide about which we are all concerned is the prospective increase in college students. Where the phrase originated, whether in the Annual Meeting of the Council a year and a half ago or in one of your publications or somewhere else, is unimportant. The important point is that during the last two years it has become a symbol that has helped to dramatize the most important problem that faces all of us in higher education.

No group has done more to emphasize this problem than the registrars and admissions officers. The publications, film strips, articles, and speeches by members of your national organization, led by Dr. Ronald Thompson of Ohio State, have stimulated thought and action in national organizations, in state planning bodies, and on nearly every college and university campus in the United States. As I travel around the country, I find no one associated with higher education to whom the problem is not familiar.

It has been especially interesting to me to notice how the realization of this inexorably rising tide has been received. In the early months I sensed in many quarters a feeling of paralyzing shock at the appalling magnitude of the task ahead. If the prospect seemed overwhelming in parts of the country contemplating an average 70 per cent increase in the next fifteen years, it was even worse in areas where predictions ran as high as 200 per cent. Many people tried to shut their eyes, in the vain hope that the vision would go away.

A second reaction, which still persists to some extent, is to imitate King Canute by trying to sweep back at least part of the tide with a broom. There are those who would deny higher education in the future to groups in our population who now enjoy it, simply because the numbers in all groups will be larger. You will remember that Professor Douglas Bush, of Harvard, at the Council's last Annual Meeting, said he saw "no reason why the flood of students should be allowed to pour into college." To be entirely fair to Professor Bush, one must concede that if he had his way, he would sweep out many of the students in college today.

Evidence is rapidly accumulating, however, that the typical attitude, as one would expect, is to express renewed allegiance to the principle that every American youth should have the opportunity for as much education as he needs to develop his full capabilities, and then to buckle down to the arduous job of making the necessary preparations. In other words, the assumption is being widely accepted that the rising tide will lift all the boats. It was heartening to hear Dr. A. J. Brumbaugh, at the Council's Annual Meeting last October, explain in a matter-of-fact way how the State of Florida is methodically planning for an increase by 1970 from 36,000 to 106,000 students in its institutions of higher learning. Florida, we know, is only one of many states where planning is well advanced.

The basic unit in any plan is the individual institution. Each junior college, institute, college, and university must reexamine its goals, its procedures, and its present and potential resources, and on that basis determine what its future role can and will be. There will be problems of personnel, facilities, and finances, but none of them can be attacked intelligently until the academic issues have been resolved.

Certainly we must not sacrifice quality of instruction in order to accommodate greater numbers of students. But neither should we make the mistake of assuming that quality is attached solely to selected academic disciplines. Higher education in the United States, unlike higher education in some other countries, is an integral part of the social fabric. For nearly a hundred years, under the initial stimulus of forces symbolized by the Morrill Act, of 1862, we have demonstrated that preparation for agriculture, for business and industry, and for a wide variety of other occupations can be as sound a basis for higher education as preparation for law, public service, teaching, and the ministry. Maintenance of quality should never be the

basis for denying higher education to young men and women solely because they lack special aptitude for a particular group of studies, no matter what label those studies may bear.

Quality is measured rather, regardless of the academic subject, by the knowledge, skills and values absorbed by the student from the total college environment and especially from the faculty. Competence of the faculty is therefore of first importance, but is not, as some assume, entirely a matter of dollars and cents. As we face the need for additional teachers, we shall have to re-examine the standards of competence that have come into traditional use. For example, is it essential for all kinds of teaching that the instructor have a doctorate? When teachers with doctorates are plentiful, it is easy to assume and may well be true that the kind of person needed can be found among those with Ph.Ds. But a scarcity of teachers with the traditional credentials may bring about a healthy scrutiny of the actual competence required. Perhaps a successful professional writer, without a Ph.D., can teach Freshman English acceptably, and even Advanced Composition. Perhaps an officer from the armed services, with twenty years of experience in supervising construction projects, is capable of taking over a course or two in civil engineering. Perhaps a retired business man, with an A.B. plus a practical knowledge of how chain stores actually operate, can add something valuable to a curriculum in business administration. And perhaps a distinguished professor of law or physics or animal husbandry or Greek may still help to maintain the quality of academic offerings after he reaches age 65. There is a large area here that calls for exploration not only by individual institutions but also by the accrediting associations, lest currently accepted standards become bars against rather than guarantees of quality.

There are many indications that thought is also being given to technical ways of increasing the number of students that a single competent teacher can reach. The use of closed circuit television to demonstrate surgical techniques to greatly expanded groups of medical students is only one of many examples. It is certainly reasonable to inquire if the size of a class attending a lecture must still be limited, in this age of loud speakers and projectors, by the number that can hear the lecturer's unaided voice and see what he writes on the blackboard. Continuance in the future of the existing student-teacher ratio may in some instances indicate lack of appreciation of modern

teaching aids rather than concern for maintenance of quality in instruction.

Just as the situation confronting higher education will force a healthy re-examination of procedures affecting the faculty, I believe it will focus attention on the necessity for more adequate counselling of students. In the future we shall not be able to afford waste of any kind, and one of the greatest sources of waste today is the academic misfit. Higher education in this country, as I have said, offers instruction leading to a wide variety of goals. Unless the whole trend of American society is reversed, there will be more rather than fewer vocations for which special preparation will be required in the future. There will also be a greater variety of academic offerings. One of the significant movements of recent years has been the rise and spread of the junior college, and all signs point to acceleration of this movement. There have even been suggestions by educators as highly placed as Carroll V. Newsom, Associate Commissioner, of the New York State Education Department, that there should be more one-year and three-year curricula to supplement the two-year, four-year, and five-year programs now in general use, so that the length of each curriculum as well as its content may be more accurately adapted to the specific objective of the course. Such programs will merely add to academic confusion and therefore be self-defeating unless we can somehow devise ways to direct a considerably larger percentage of high school graduates into the institutions and curricula that actually meet their individual needs for self-development.

I am not making a plea here for additional tests and other mechanical devices to slide students into slots. Indeed, it is my belief that some of the mechanical methods may have been overdone. We must have more people, broader gauge people, better trained people as counsellors—people who can and will take the time to study each youth intensively and suggest to him a range of specific opportunities among which he can choose the one which, besides developing his special aptitudes, will engage his most compelling interests. And during his college years there must be constant checks of his progress, with immediate assistance in changing the course of his academic career if the first choice for any reason becomes unrewarding. What I am suggesting is that the result of wise and continuous counselling may well prove one of the most important sources of

economy, in addition to its primary merit of benefiting the individual student.

Re-examination of traditional practices in construction and use of academic buildings will also help substantially in efficiency and economy of operation in the future. I have already suggested the possibility that lecture halls, equipped with modern devices, can be larger and less numerous than in former days. To make discussion easier in a larger class, one of the new buildings for the Harvard Graduate School of Business has swiveled seats placed in tiers arranged in the shape of a horseshoe. Modern lighting and air conditioning can make additional usable space in many types of buildings. Modern construction methods can produce major economies, even though tradition may demand that the outside of the building have architectural consistency with buildings constructed when demands for maximum efficiency were not so insistent. If the new academic practices are clearly foreseen, there are almost limitless possibilities challenging the best intelligence and skill of American architects and engineers. The results, again, can be economy without any loss of quality.

Regardless of improvements and economies that may be made in academic procedures and use of facilities, the fact still remains that the necessary expansion will be an enormous task. Needs already recognized by institutions covered in the recent survey by the Council for Financial Aid to Education, if applied to all colleges and universities would total more than four billion for endowment and more than three billion for buildings, equipment and maintenance. This survey did not include junior colleges and could not, of course, include institutions not now in existence. The total bill will obviously be substantially greater. It has been estimated on good authority that the need for housing facilities alone will reach six billion, The total will probably be nearer twenty billion than ten billion.

The size of the financial problem should not frighten us, but should certainly suggest the thought that it is somewhat futile to debate the merits and demerits of various sources of support. All legitimate sources will have to be tapped to the maximum. The recent Hoover Commission report, for example, which recommended that the College Housing Loan Program be eliminated because there is no longer any need for it, showed a serious lack of awareness of the actual situation. I am happy to report that this proposal seems to have little

support either in the Congress or the Administration. Any movement to curtail Federal support for the Land-Grant colleges would certainly be untimely in the light of future exigencies. And there can be no sound justification for efforts from any direction to discourage appropriations by state governments. If higher education is to meet this tidal wave in a way to raise all the boats, money will have to come in greatly increased amounts from public and private sources alike.

If we are to do this job, and I firmly believe that we will do it, and do it in a way that will best serve the welfare of all our people, we must work together as never before. As President J. L. Morrill, of the University of Minnesota, said in one of his wise and cogent addresses before a recent Annual Meeting of the Council, "the eggs of higher education are all in the same basket". The opportunity we face is so big in its implications that it challenges the very best thought and calls for the most energetic and persistent action that every organization, every institution, and indeed every person interested in higher education can put forth. There is room for serious discussion of pertinent issues; but there is no time nor energy to be wasted in jurisdictional argument. I believe we shall go forth to victory because we shall go forth united.

Admissions Policy and the American College

FRANCIS KEPPEL

I TAKE it I am here less to represent a nearby university than to speak as just one more observer of the American educational scene. Yet before doing so, let me remind you of earlier and easier days. It was in this area that there was first talk of a college in what is now the United States. For social and personal reasons not dissimilar to those to which we appeal today, some action was taken and a college was organized in New Town nearby. A chief executive, whose name was Eaton, was selected, and students were admitted. Evidently matters prospered because Eaton found it necessary to hire an "usher" to help him. This, I gather, is the first American reference to the Assistant Professor. But that word "usher": surely it actually refers to the future registrar and admissions officer: that man of marvels who in later years was first to put down the red carpet to entice the applicant, then to usher him in, then to roll it up to make room for the IBM machines, and finally to spend his days in the education of countless agents of the FBI. But don't think that life was all gayety in those days of the past. Let Samuel Elliot Morrison tell the story of how America first met its collegiate crisis, and how it treated its first "usher".

> "In the summer of 1639 Eaton engaged as 'usher' or assistant master 'one Nathaniel Briscoe, a gentleman born.' Three days later they had a falling out, and Eaton discharged Briscoe, turning him outdoors after dark. The usher talked back, and was pulled inside by the master. There was an unseemly scuffle in the front entry, after which Briscoe went upstairs to bed. Eaton then called for help from the Cambridge constable, who answered that he ought to 'admonish' and 'reform' the assistant himself. Eaton proceeded to reform Briscoe with a 'cudgel', which was a walnut tree plant, big enough to have killed a horse, and a yard in length. While the two menservants held the wretched usher, Professor Eaton administered some two hundred blows about his head and shoulders during the space of two hours (says Winthrop), when Thomas Shepard and others, hearing the outcry, rushed in. The gullible overseer was persuaded by Eaton that he was beating Briscoe for pulling a knife on him (which he had done in self-defense) and for swearing—the truth being that the poor man thought he was about to be murdered, and cried out to God to save his soul. Eaton then had the effrontery,

and Shepard the folly, to lay a complaint with the authorities against Briscoe, on these counts. The magistrates wisely determined to hear Briscoe's version; and at the General Court beginning September 4, 1639, the whole disgusting story of the first year of Harvard College was ventilated. . . . Left without master or mistress at the beginning of her second academic year, Harvard College closed her doors and dismissed those scholars who had not already escaped from the 'School of Tyrannus'."[1]

Now there, I submit, is a vigorous policy for solving our problem of increased numbers.

But I doubt if this is exactly a sensible plan, particularly when proposed by a representative of the institution which recovered after that first disgusting year and has grown in numbers ever since.

In all probability, your officers asked me less to speak about your problem directly than to speak about what one might learn from the enormous growth of secondary education in the past six decades. What has this experience to say about Admissions policy and the American College?

To begin with, let me repeat that I will try to avoid duplicating Arthur Adams. In preparing for this meeting, I offered at first to sing a duet with him, or to put it another way, to engage in a Socratic dialogue on our topic. This enterprise foundered on three rocks: 1) you can't build the Republic on a long distance phone—at least not on our phone budgets—; 2) we could not decide who was to be Socrates and who Glaucon; and 3) he'd heard me sing before. So if I duplicate, please forgive me.

Let me first review a few of the changing circumstances, that affected the secondary schools particularly, in these past sixty years.

There was obviously the growing industrialization and urbanization of our society. These required, it was felt by many, higher levels of social and economic skills. At the same time, the breakdown of rural home life and social life removed those informal social agencies which used to supply much of the social and vocational education. The secondary schools were asked to pick up the slack; from the earlier task of preparing a small segment of American youth for the duties of life by improving their intellectual abilities, the schools

[1] Morrison, Samuel Elliott, *The Founding of Harvard College*. Cambridge, Mass.: Harvard University Press. 1935. Pp. 234-5

were asked to expand their duties to include all children. As Lawrence Lewis has put it:

"The Boundaries of the School are the boundaries of life,—no fundamental activity of life is therefore irrelevant to the classroom."

Can we assume that the colleges will be asked increasingly to expand their duties, from the narrower task of a particular intellectual purpose—such as engineering or the liberal arts—to include the broader social aims described above?

If you answer *yes,* the colleges *will* have to take on a still larger per cent of the age group, and the public *will* expect the college to make a direct contribution to improvement of social understanding and welfare, and the meeting of such needs as scientific training or more citizens skilled in languages and foreign cultures. If this is so, I take it the course of events in secondary education in the early part of this century *is* relevant. From my point of view, essential reading for all who foresee this possibility are two documents, the one to be compared to the other.

The first is the report of the NEA Committee of Ten of 1893 on secondary education, and the second is the NEA Commission's Report on the Cardinal Principles of Secondary Education of 1918. Barely a quarter of a century separated these two documents, but there lies a light-year of difference of social history and psychology in between. If you think that the policies governing the latter document will prevail, then almost every aspect of your admissions and recording and reporting procedures will be changed two decades from now.

Are there any signs that the American college will respond in similar fashion to the secondary schools to social or intellectual forces of today? I can imagine a European observer, who recalls the great German universities before Hitler, smiling at such a question. "You have already." he will say. "By the very multiplicity of your purposes and the variations between your institutions and within them, you have already redefined higher education. It's just that *some* of you do not agree with *some* past developments that even allows the question to be raised."

But I do not have to appeal to an imaginary observer to make this point. Let me quote President Chalmers' summary of the 1954 Annual Meeting of the American Council on Education on the topic of the Rising Tide of Students:

"Two or three radical and unresolved disagreements emerged. They arose partly from divergent and unreconciled philosophies, but perhaps the disagreements were not altogether so deep as in the clash of argument they appeared to be. Some disagreements arose merely from the fact that the disputants approach the whole problem from opposite sides. Some said in effcect: the social problem of the mass is so gigantic that we must think of it first and always. Others said: we are in danger of losing the central core of education and we must be strict about the intellectual and spiritual demands within learning—the demands of science, the humanities, and social sciences from within. So to a degree the quarrels have concerned emphasis and priority rather than ultimates.

"These two needs: the social need of all youth and of the nation; and the national and personal need for accurate and imaginative science and scholarship pulled backwards and forwards in a tug-of-war throughout the discussion of administrative and managerial ways of meeting the rising tide of students. In the reports of sections it is easy to hear the echo of these two opposing emphases. But for all the disagreements, we should be reassured by the fact that while some appeared to be pulling mostly for one side, others for the other, no one seemed willing to neglect altogether the opposite need."

The extent to which we can combine the two needs spoken of by President Chalmers seems to me to depend on your estimate of another factor. Has the extension of the high school to all so weakened the social value of its diploma that the value of such education been markedly reduced both in the market place and in the privacy of home and friends? Put in terms of college work, will one kind of college degree (to meet social needs) lower the value of the "intellectual and spiritual demands within learning"? If so, the proponents of the latter will hesitate to support the former. There are those who say it has. One economist says the over-all economic value of higher education has already started down the hill. Logan Wilson summarizes the position as follows:

"Dr. Harris shows that, whereas a college educaton paid financial dividends to its recipients between 1870 and 1940, it has paid less well since that time. After 1940 it was more lucrative to be a coal miner than to be a minister or teacher, and the unwillingness of the educated to do manual work may be in part an explanation of the

higher wages for factory workers than for many white-collar workers. The incomes of college graduates have risen only 60 to 75 per cent as much as those of the population generally since 1940, and it is predicted that this trend will continue.

"Harris states that, as educational opportunities are equalized with reference to economic, regional, racial, and other barriers, the market situation for college graduates will become progressively worse. In fields such as medicine, which require highly specialized training or practice restrictionism in recruitment, shortages of personnel now exist and perhaps may continue. Notwithstanding these exceptions, he concludes that in the future large proportions of junior-college graduates will have to be content with manual labor, and that the attitudes and expectations of the college-trained in general will have to be down-graded if there are not to be serious social and political effects."

After such gloomy estimates, it is considered proper in these discussions to quote Walter Kotching to the effect that the overproduction of intellectuals is a dangerous matter for society—at least it was in Germany between World War I and Hitler. But from my point of view, this is a far lesser danger in this country, for reasons of a less strict class distinction, and the lesser indignity of manual labor. Surely we can afford to argue the case of more education in terms of the general enlightenment and happiness of man rather than in purely vocational or social class terms.

To go back to the question of the change in value of the high school diploma, could we not say that while something useful to some was lost, the value to a greater number more than balanced the loss? Would you expect this 25 years from now of the college degree?

A third and obvious question to ask of our secondary school experience of the past 60 years deals with the teachers. In a period of rapid expansion (in this case, doubling every decade), were the schools able to obtain an adequate teaching supply? Here the answer depends on how you feel about the reports of the Committee of Ten on the Cardinal Principles—or in the case of the colleges, on which side of the difference of view described by President Chalmers you choose to stand. If you believe in a largely academic high school, I think you would have to say *no,* the staff was wholly inadequate and it would have been wiser to slow up the growth while keeping up standards. On the other hand, if the social needs strike you as

essential, your answer would be, I think, that of course the teachers for the schools were not adequate—but they did a remarkable job and to have delayed expansion would have been a dangerous national risk.

Fourth, we may ask about whether there is a lesson to learn from the secondary schools in the approach to ways of teaching. Will psychology, sociology, and pedagogy change our college methods of education?

In general, I think it is fair to repeat that the secondary schools—while highly responsive to different social purpose from 1900 to 1950—were far less responsive than the elementary schools to the new psychology and so-called progressive education. This is surely in part because the social sciences are only at the start of their scientific development. But I suspect more fundamental is the fact that the secondary school was in fact the beginning of the adult, competitive life—and both parents and students were more hesitant to accept new and untried ways. It seems reasonable to me to expect that the colleges will react in a similar way in the future—unless, of course, we see rapid and widely accepted developments in the social sciences.

I have tried to suggest four aspects of the history of secondary education that might be relevant to a rapid growth of the colleges.

1. The effect of social change—industry, urbanization, immigration—on the aims of the institution.
2. The economic or market effect of increase in the percentage of the population obtaining the education.
3. The effect of rapid growth on the nature of the teaching staff.
4. The effect of new ideas or scientific advance on teaching methods.

From what little I have seen of higher education in this country, I would judge that each of these will have a different effect on each institution. For the major difference between the history of secondary education and the future of higher education lies in the extent to which attendance is voluntary or compulsory. Here is where your skill as admissions officers obviously will play a central role in carrying out your institution's basic policies—or will make basic policies if your institution does not have them.

As with the secondary schools, I personally hope that we will have a diversity of institutional policies, with a healthy opportunity for

competition. I hope we will reduce the emphasis on strictly vocational education, which does not seem to me to have wholly succeeded in the secondary schools, and correspondingly increase the extent of general education. I think it will be wise to expand the junior college and not to worry too much about an overproduction of intellectuals. But I think it would be wiser not to expand too far beyond the teaching staff available, particularly for advanced study in liberal arts and scientific curricula. Let these become more competitive for admission—I suspect we have room to tighten up without risk, as we are now trying to do in the secondary schools.

But these are ill aimed parting shots. I have, I fear, little advice.

Stay away from the Nathaniel Eatons of the academic life; let there be a burning of the credits in the fall and a picking of the buds in the spring. If we can keep our academic garden in the natural rather than the formal tradition, we'll make out.

The Student Retention and Withdrawal Study

EARL IFFERT

IT IS a privilege and a pleasure to meet with you and to bring a brief report on the progress we are making in our joint efforts. I am particularly glad to meet those of you who are carrying the load of the study and to see that you seem to be bearing up so well. I am also happy to bring greetings from the Commissioner of Education, Dr. S. M. Brownell. He has asked me to commend you in your efforts to meet the challenging problems brought on by increased enrollments and changing times. He has asked me to assure you of the continuing interest of the Office of Education in the findings and conclusions which your deliberations will surely produce.

In the short time at my disposal I can only sketch very briefly the background of the study. It was initiated jointly by a committee of the American Association of Collegiate Registrars and Admissions Officers and the Office of Education. Miss Alma Preinkert, then Registrar at the University of Maryland, was Chairman of your committee. After a great amount of preliminary work by this committee and Dr. William Blaesser who was at that time Specialist for Student Personnel Programs with the Division of Higher Education, a representative sample of institutions of higher education was drawn. Representativeness was sought by type of control, public or private; by type of program and level of offering, universities, institutes of technology, liberal arts colleges, teachers colleges, and junior colleges. Race, geography, and sex of students were also considered in selecting the institutions in the sample. The colleges and universities selected were invited to participate in the spring of 1953. A total of 175 accepted the invitation and the forms and instructions together with assigned quotas were sent out in September. The quota from each institution was to be made up of full-time, unmarried, non-veteran students who entered as first-time students in the fall of 1950.

Each student in the sample was assigned a serial number in accordance with his survival status. Serial numbers beginning with "1" represent non-returning students who dropped out during or at the end of the first registration period: semester or quarter. Those be-

ginning with "2" are for students who registered a second time but did not attend beyond the first year, and so on.

The form that the institution sent to the student was in two parts. Part I was a student opinionnaire form in two sections that was to be filled in and returned to the Office of Education. Section A of this form gave the student an opportunity to report the degree or level of importance he attached to 25 reasons for going to college. Two columns were provided for recording reactions—the first, in accordance with his feelings at the time he decided to go to college, and the second in accordance with his feelings at the time he was filling in the form. Section B of Part I gave the student an opportunity to report his reaction to college experiences in terms of level of satisfaction with facilities and services. I think that, since we will want to look at the results of some preliminary analyses of these reactions, I should read the instructions to the student.

B. Reactions to College Experiences

"The statements in this section refer to certain of the facilities and services in colleges and universities. Repeated evaluations of these facilities and services have been made by accrediting agencies, survey groups, administrators, and college faculties. An attempt is being made in this study to get realistic appraisals by college students themselves of their experiences while in college. There is no intention nor will any effort be made to appraise any institution on the basis of student responses to these items. If you transferred from one college to another record your reactions to the *first institution only.* Use the following code to show the degree or level of satisfaction you experienced in connection with each facility or service described:

Degree or Level of Satisfaction

Does not apply to me, or no opinion	Code 0
Very unsatisfactory	" 1
Somewhat unsatisfactory	" 2
Fairly satisfactory	" 3
Very satisfactory	" 4

Part II of the student report form was returned to the institution where the information was coded in accordance with instructions and recorded on Master Data Sheets. The information recorded on Part II included the student's date of birth, sex, number of living brothers and sisters—older and younger, family income, subjects of major interest, sources of funds for defraying college expenses and amounts

spent, location of home in relation to college, college housing, fraternity or sorority membership, participation in extracurricular activities, and amount of self-support while actually enrolled in college. Then those students who transferred to another institution were asked to report the date of transfer and the name and address of the institution to which they transferred. They were given an opportunity to rate the relative importance of several listed reasons for transferring. Those who discontinued college attendance indicated their plans for future return to college, if any, and then rated the relative importance of each of 21 reasons for discontinuance. Both transferees and discontinuees were given an opportunity to write in other reasons than those listed.

In addition to the information furnished by the student on Part II, the institution recorded on the Master Data Sheets the tenth of the high school graduating class each student was in, the rank in tenths on placement tests, the cumulative credits earned and the grade level as represented by quality point average or index.

So much by way of background. I thought you might be interested in seeing some results of preliminary and tentative analyses of portions of the data that are now available. I should point out that the number of institutions actively participating in the study has been reduced from 175 to 152—and the number of students in the sample from 15,000 to approximately 14,000. The withdrawals from the study have caused a numerical under-representation of students entering publicly controlled junior colleges and of students entering institutions attended predominantly by Negroes. In drawing the sample of institutions for the study, proper representation was sought by type, by control, by race. How serious the shortages will prove remains to be seen.

The charts are designed to depict general trends rather than specific or final findings. The data used in their preparation are preliminary and any conclusions drawn must be tentative.

The study of student mortality in twenty-five universities reported by McNeely in 1937 showed that approximately 62 per cent of the students left the university of original registration without a degree and that 45 per cent did not graduate from any college or university during the four year period. Preliminary analyses of the data in the present study indicate that the mortality rates are approximately the same. It should be noted that the factor of military service was not so important during the period of the earlier study.

An examination of the data available thus far shows that institutions of higher education under private control admit a slightly higher proportion of students who rank in the upper tenths of their high school graduating classes than do institutions under public control. There is a much wider difference when institutions are compared by type. Generally the percentage of students with high rank is largest in technological institutions. Contrary to the findings of some other studies, the teachers colleges compare very favorably in this respect.

The survival record shows that the probability of graduating from the institution of first registration is in the same order as rank in high school graduating classes. The prospects of graduating are about twice as good for students who were in the top fifth of their high school class as for those who were in the second fifth of the high school class and about eight times as good as for those from the bottom fifth. The percentage reaching university graduation from third and fourth fifths of high school classes is about one-third that for students from the top fifth.

The record of academic achievement as reflected by grades gives the highest average to students who persist to graduation but the distributions of grades show that colleges and universities lose a large number of students who had excellent academic records. The records of students who dropped out during or at the end of the first year generally indicate poor academic performance. Among those attending more than one year but not graduating are many whose grades are well above the average for the graduates.

What reasons do students give for transferring to other institutions and how much importance do they attach to these reasons? We find that very few transferees indicate a single reason but rather that they express general dissatisfaction and stress changes in curricular interests, size of institution, desire to be nearer home, necessity of attending a less expensive institution, lack of interest in program, and low grades, in that order.

The reasons given for discontinuing college attendance are many and varied but the weightiest is academic difficulties with financial difficulties running a close second. It is significant that for first year drop-outs nearly one-fourth of the weight is given to academic and about one-seventh to financial difficulties but for later drop-outs only one-seventh of the weight is given to academic difficulties and one-fourth to financial. This shift might be a cue to reconsider scholarship and financial aid policies and practices as they affect college-controlled

funds as well as those not under the control of the college. The reason for discontinuing that ranks third in importance is military service—about one-sixth of the total weightings. The fact that this reason has little importance to women students undoubtedly makes it the most important single reason for discontinuance by male students who leave during or at the end of the first year, and it possibly will outrank financial difficulties for second and third year male drop-outs. The final report will show break-downs by sex, by survival status, and by reasons for discontinuing, so that these ambiguities will be clarified. Lack of interest in studies, taking a full-time job, marriage, and health each has between ten and five per cent of the total weighting. The remaining 15 per cent of the weighting goes to miscellaneous reasons, no one of which has as much as a five per cent weight. In the final report these "other reasons" will be treated in detail.

Turning to an examination of some preliminary findings in the area of student motivation we see that those reasons for going to college that fall under the headings of "academic" and "occupational" rate above the "personal", "traditional", and "social service" reasons. The students rated the reasons first in retrospect, that is, in accordance with how important they felt the reasons were at the time they decided to go to college. They then went back over the reasons and rated them in accordance with present feelings about the importance of the reasons after they had attended college. The mean "after attendance" ratings are higher on all types of reasons except "traditional". The mean rating for the items making up this category is almost as far below the original rating as the "after attendance" means for the other categories are above the "before attendance" means. The students from technological institutes have the lowest mean scores for "personal", "traditional" and social service" reasons and the highest for "occupational". Students from teachers colleges and junior colleges rate "social service" reasons higher than do the students from other types of institutions.

In addition to rating reasons for going to college, the students in the study have rated the services and facilities of the institutions they attended. Each student rated only one institution—the one of first registration. Services and facilities are classified under three headings—those that are the responsibility of the administrative officials, those that belong to the non-academic deans, and finally those that are

the responsibility of the faculty. The students generally give the highest ratings to the facilities and services that are generally recognized to be in the administrative domain. The range of mean ratings for the five types of institutions is rather narrow. The facilities and services that are the responsibility of the academic deans are rated somewhat lower than those of the administrators. There is also a greater spread among the means with the junior colleges at the top and the universities at the bottom. The mean rating of the faculty by junior college students is significantly higher than the mean ratings for faculties in the other types of institutions. The mean rating for university faculties is approximately as far below the total as the mean rating for junior college faculties is above the total. Ratings on individual items and comments by university students indicate dissatisfactions associated with the size of institutions and use of graduate assistants and teaching fellows.

As will be perfectly obvious, what you have been getting are a few samples of the kinds of information that will be available when the Study of College Student Retention and Withdrawal is completed. Consideration is being given to some studies that might be made to implement the findings.

It is hoped that arrangements can be made with a number of representative institutions that are now participating in the study to continue by investigating various ways and means whereby the best brains will go to college and will stay in college—and will profit from that stay. The problem is to match the interests and expectations of students with the attitudes and policies of the highly individualized educational institutions. One of the intentions of this study is to point the way toward the compatible union of student and institution. Happiness will not be the lot of the bookworm who is maneuvered into registering at an institution where football is king. On the other hand, the student who wants and can afford the luxury of a straight liberal arts education would probably be a misfit in most institutes of technology.

I cannot close without a word of sincere appreciation to those of you who have been carrying the load of the study in your institution. The others owe you a debt that only those who have actually worked on the study can fully appreciate.

Colleges, Catalogs and Communications

MICHAEL RADOCK

I AM HONORED by the invitation of the association to join with you at this convention to discuss problems of editing and publishing the college catalog.

I assure you that I do not plan to stand here and tell you that your present practices are all wrong—or that registrars and admission officers have no business with this assignment.

I am just as concerned as you are about the need for an effective job in the production of any printed material prepared or used in our colleges and universities. I was an interested observer at the workshop session on catalogs yesterday afternoon.

I venture to say that there are just about as many divergent points of view about college catalogs among academic people as there are about something known as the "Guaranteed Annual Wage" in the automotive industry.

May I say for the record that I am convinced that there has been a tremendous improvement in the appearance, content, and effectiveness of the general catalog in the past ten years. Many college officials who aren't producing an outstanding publication realize their shortcoming and are trying to overcome them.

The day of the "four-pound telephone book" omnibus-type of college catalog is past. There's a recognition of the need for more specialized publications designed for a particular job and audience.

Now, there undoubtedly are differences of opinion of what constitutes the ideal catalog for the Class of 1960.

Consider, for a moment, how many different attitudes exist on your own campuses about the nature and function of this publication.

You may have heard of the visitor who was being shown through the college library. Walking by the shelves containing an assortment of several hundred college catalogs, the librarian pointed and remarked:

"That's the biggest collection of fiction we have!"

Aside from facetious remarks like that, the fact remains that too many college catalogs are written by educators to impress other educators.

Pity the hapless editor who is forced to reconcile the motivations

and special interests of all the academic hierarchy who so often have a hand in the publication of a catalog.

We all know department heads who are interested in empire-building and resist any efforts to reduce copy, even to eliminating descriptions of courses which haven't been offered for years.

The business office or legal counsel insists on legalistic anti-loophole writing for the official code, regardless of whether that writing is understandable to the undergraduate, to the high school senior, or even to parents of prospective students.

The admissions officers—those fellows who keep the classrooms filled—want to be sure that the institution is described in a complimentary manner, designed to induce young people to enroll. This is especially true if there are no promotional publications for prospective students.

College deans—and this includes deans of men, deans of women, academic deans and deans of every description—emphasize the necessity of printing every rule and regulation in complete detail, with all the "do's" and "dont's".

The president wants an impressive and distinguished publication, and—please don't forget to list the board of trustees in an important spot.

Faculty members believe their entire pedigree should be included —not only professorial title, academic degrees and institutions attended, but also that special summer workshop they enrolled in during the summer of 1937.

I hesitate to say what the registrars want, because it might be dangerous to speculate before this audience.

Everyone has his say, it seems, except the prospective student or the bewildered undergraduate, who has some very definite ideas about the catalog, but none of them at all complimentary.

I believe we can all agree that the college catalog—whatever its primary function—is the most important single bond of communication between our institutions and its students, both present and future, and through them, parents and the public at large. On the campus itself, the catalog is "the Bible".

Now, if the report prepared by Dr. Ronald Thompson of Ohio State University and your Committee on Special Projects, is accurate in its forecast of "The Impending Tidal Wave of Students" (and I believe it is a very significant and important study)—colleges will need to pay special attention to their communications.

Your catalogs and other official publications may contribute toward a better public appreciation of the purpose of higher education. College administrators like yourselves must re-examine and evaluate your most effective methods of informing the public of the mission and meaning of higher education.

If I may quote from Dr. Thompson's report—"The sheer impact of unprecedented numbers will force us to explore every resource and exert every effort to prepare for their coming."

Your forecast of enrollment in higher education projected 15 years from now predicts a total enrollment ranging from four to almost five and one-half million students.

If you consider the fact that many prospective students and members of their families have their only contact with higher education through the college catalog, what unfair and distorted impressions they must be getting from some colleges!

* * *

I have been making a rather serious study of college catalogs for several years now. You may be interested to learn that in preparation for this talk, I conducted surveys of four different groups who are in a position to have some well-founded ideas about your colleges.

I distributed 300 questionnaires to public relations officials in colleges and universities throughout the United States. I received 235 replies, many very detailed and accompanied by sample catalogs. That's about a 78 per cent return, which was very gratifying.

Another different questionnaire was sent to nearly 200 Michigan high school counselors and guidance directors who are members of the American Personnel and Guidance Association. This survey—which brought about a 17 per cent return—asked for reactions, opinions and suggestions concerning college catalogs.

My other two surveys were more casual. I asked a group of college students in a midwestern university for their opinions. Then I also corresponded with a number of printing firms who have national reputations as printers of college catalogs. These people, too, are able to speak with some authority.

I believe you will be interested in some results I obtained. High School counselors were asked what features they recommended be added to your catalogs. Here are some suggestions:

(1) More *complete* information on financial costs.
(2) More *specific* information about scholarships, self-help opportunities, and student aid.

(3) A more *realistic* approach to what students have to accomplish to *stay* in college. College life is "glamourized" too frequently, it was pointed out.
(4) A *survey page* at the beginning of the publication to be used by high school seniors in considering schools for their specific needs. This should include location, entrance requirements, costs, special courses, where to apply, size of school.
(5) More *guidance* material and career information.

Counselors also indicated what features might be omitted. Suggestions here included detailed course descriptions, long faculty lists, degrees conferred, and extended historical accounts.

Specific comments were made about regular features of catalogs. The organization, or perhaps, more accurately, the lack of organization, was a common complaint. These were more typical comments:

"More uniformity is needed as to location of requirements, curricula, courses and costs."

"Standardize all college bulletins according to location of information."

"I have never analyzed what is wrong but a high school student generally cannot find what he wants to know unless he comes to me. Requirements are usually hard for them to understand."

"Material is usually well organized but titles of certain sections should be listed in the index in several different but common ways." (cross-indexed)

Here are some comments on "readability":

"Generally the reading level is too high. Long, complicated sentences are used in cases where there is no reason for such difficulty."

"Too much verbiage."

"Fair to poor; terminology usually academic and stilted."

"Most catalogs contain so many rules and exceptions to the rules that the average high school senior finds them confusing. Simpler wording would help. Clarity is needed."

"Often obtuse, especially for entering freshmen."

* * *

Asked to comment on format, the majority of high school counselors seem to prefer the standard six-by-nine inch size—a uniform size—not too large for a file or to stand upright in a bookcase.

There is a wide demand for the inclusion of more photographs. Caution is urged that the photographs be representative and carefully and honestly selected. The complaint is made that often the only photographs are of the institution's newest buildings which tend

to give the impression that this is typical of the whole campus.

You may be interested to know that high school counselors do not agree on the value of listing faculty members in catalog publications. Some are in favor of, others against such listings, but there is agreement that directory lists should be minimized in position and coverage.

On the matter of separate, specialized catalogs, counselors and guidance officials seem to favor the publication of individual bulletins for major divisions of large universities. It is pointed out, however, that uniformity and consistency may be needed in such series of publications because of the variation in shapes, designs, format and layout.

I would like to emphasize in these days of ever-increasing college costs that many high school counselors feel that colleges are not giving enough information to prospective students concerning scholarships and part-time work opportunities.

As one high school official commented "We are often told of the scholarships which are not used but no college catalog with which I am familiar goes into great detail concerning this highly-important information. Brief descriptions are given concerning a few scholarships. Application procedures are sketchy and indefinite. Little is mentioned concerning part-time work opportunities and how they may be obtained. The lack of knowledge on the part of students, together with their usually unsophisticated manner makes job-getting difficult."

I want to underscore the need for more detailed information concerning college costs—tuition, books, supplies, board and room, clothing expense, incidental expenses, etc. Prices are generally quoted concerning books, tuition, board and room. However, more details could be furnished, such as whether tuition costs must be paid in one lump sum, or extended over a period of several weeks or months. Also, what exactly do room and board costs cover? I believe you should consider the use of charts, graphs, pictographs, and other forms to convey information on costs.

In my survey of colleges, I wanted to find out the answers to these major questions:

(1) What officer in the institution has the catalog responsibility,

(2) Whether the institution ever made a study to determine the effectiveness of the catalog as a means of communication, particularly to high school seniors,

(3) What major changes have been made in recent years in the college catalog in the organization of content material, style of writing, format and frequency of publication,

(4) A ranking of objectives as related to catalogs of the several colleges. Objectives listed included reference publication for students and faculty, a directory of courses and curricula, the principal instrument for student recruitment, a historical record of the institution, or an official contract between the college and its students.

It probably will not surprise you to learn that the dean was the officer most often given the responsibility for publishing the catalog. The registrar was listed next, then the public relations director, college or university editor, and catalog committee.

Other college officers who were frequently given the catalog assignment included vice presidents, assistant to presidents, college secretary, and various combinations of several administrative officials.

As expected, my survey revealed that most institutions look upon their catalog as primarily a reference publication and directory of courses, while still serving in lesser degree as an historical document, recruitment device and legal contract.

It is interesting to note that one famous institution chided me for even implying that a catalog might be aimed at prospective students. Yet, another equally famous institution in the same region and league, reports that the number one objective of the catalog there is to serve as the principal instrument for student recruitment!

Many college officials are not proud of their publications and do not hesitate to admit it. Note, for example, such comments as this:

"We know that our catalog is not good."

"Like so many catalogs, ours has been dull and uninteresting for years."

"We believe ours is poor."

"Our registrar is the only one on the campus who has ever read the catalog from cover to cover, and that's because he has to edit the thing."

However, a few institutions are confident they have found the solution, as you will note in this response:

"Whether you agree with our decision or not, our catalog represents what this college believes a catalog is intended to represent."

* * *

Taking a somewhat objective point of view, one is able to discern a number of definite trends in the past several years. These include an attempt at better writing and more simplified and logical organiza-

tion of content, a move to eliminate all material that isn't absolutely essential (complete list of students, degrees conferred, complete staff; detailed information about operation of the institution and its administrative organization); publication every two years instead of annually; more attention to improvement of appearance with an increase in the use of color, illustrations, photographs, and more effective use of white space.

More attention is needed in the areas of design, printing, and concise writing. Catalogs are dull not because of an overburden of factual information, but because of the heavy writing and jargon of higher education surrounding the needed information.

A case history description of one specific college catalog showing the major changes made this year will illustrate current trends. In brief, here is what was done:

(1) Catalog covers two years instead of one. Supplement in alternate years.

(2) Contains 16 pages of pictures.

(3) List of students enrolled eliminated. Instead, the publication contains a statement of the geographical distribution of the student body.

(4) List of students receiving degrees eliminated.

(5) Section on regulations reduced in length. Instead, a student handbook will be issued containing more regulations than the catalog ever had room for.

(6) Explanation of college costs hopefully simplified.

This institution has two main aims: to retain in the catalog (1) clearly presented information necessary and of interest to the prospective student: (2) clearly presented information essential to guide the enrolled student's academic program.

This same institution made a survey of its 1953-54 entering class to ask which of many publications—including a wide selection of promotional material—the students found most helpful. Some 91 per cent of the class found the catalog most helpful, 40 per cent said it was most influential, and 23 per cent said it was the best liked of all publications. Only the picture book received a higher rating (28 per cent) in the "best-liked" category.

Of course, this study did not cover those students who did not come to the college. Some college some day may come up with the idea of enclosing an evaluation form in the material sent out to

prospective students. I think it is an excellent device for getting opinions.

* * *

I want to tell you about some innovations now being tried by colleges.

Many institutions now include a prominent section labeled "Correspondence Directory" or "Directions for Correspondence." This is a very good idea.

Carson-Newman College has one of the best explanations of the course numbering system I have ever found in any catalog.

Iowa State Teachers College for several years has included a glossary of College Terminology, giving the meaning of academic terms used in the publication. I recommend this practice be widely adopted. Too many first-year students have no conception at all of the meaning of some of the academic jargon we take for granted—words like "grade point", "credit hour", "major", "minor", "matriculation", "general education", "core subjects", "electives", "prerequisite", "extra-curricular", "sequence", "curriculum", and many others.

It is surprising how many colleges fail to include an index in the catalog. Make it a complete index, and make it easy to use.

Also, don't forget to imprint the name of the college in large, easy-to-read type on the edge or "bone" of the catalog. Don't use vertical printing for this.

Pennsylvania State University has made a major project of reducing the amount of material in the catalog. With the present high cost of printing, this means a great saving in dollars.

At Penn State, faculty members' name, degrees and titles are listed on one line, eliminating where and when they received their degrees.

Descriptions of equipment and introductions to curricula have been reduced.

Course descriptions (excluding titles and prerequisites) have been reduced by action of the University Senate to 20 or a maximum of 25 words, eliminating such useless phrases as "a study of" or "will be studied", etc. Topical descriptions are used.

They no longer say "3 credits, 3 lecture hours, 3 laboratory hours." Instead, after the course title, they use "(3:3:3)"—the first number indicating credits, the second, lecture hours, and the third, laboratory hours.

Only scholarships available to freshmen are listed. Others are published in a student aid booklet.

Course abbreviations are reduced to 5 letters maximum.

Enrollment statistics and data on degrees conferred were eliminated eight years ago.

* * *

More and more colleges are giving special attention to the very important first two or three pages of the catalog. Instead of starting out in the traditional way of publishing a calendar, long lists of trustees, officers of administration, faculty, graduate assistants, office help, committees, etc., the best catalogs take one or several pages to characterize the institution. This is very important because so many of us in seeing your catalog for the first time, ask "Just what kind of an institution is this?"

There are a number of ways of answering this question but here are a few examples:

Bowling Green State University in Ohio devotes three pages to "The University—In Brief," giving a quick overview of the entire university.

The University of Detroit publishes "The University of Detroit Credo" on the first page following the title page.

Juniata College takes one well-designed page to serve this need under the title "This is Juniata."

The University of Kansas City devotes an early page to the "Character of the University."

The University of Michigan inserts an 8-page section, printed on a different color of paper, for "Information for Freshmen."

Iowa State Teachers College publishes two pages in the front of the catalog listing answers to "Questions most frequently asked by prospective students."

Davidson College in North Carolina gives its catalog readers an "Introduction to Davidson" including very concise information about "The Davidson Product," "Davidson and the Past," and "Davidson Today."

Rensselaer uses the first two pages for "Brief Facts for Applicants to Rensselaer Polytechnic Institute."

Wittenberg College opens with a statement of the college's objectives and a four-page "Introduction to Wittenberg."

I do not mean that this type of information should take the place of General Information, historical accounts or statements of objec-

tives, but rather that it should supplement or briefly summarize the more voluminous descriptions.

* * *

More and more colleges are publishing specialized publications designed for prospective students. One of the first to adopt this practice, I understand, was Bucknell University. Back in 1947, the University first devised a special booklet, "Bucknell-in-Brief," containing condensed information from the general catalog, written in terms more understandable to boys and girls of high school age.

Bucknell found the idea so successful they have continued the practice each year. They continue to send the general catalog to high school guidance counselors, school libraries and others who need this reference material.

Similar booklets are published by William Jewell College, the University of Texas, Florida State University, Boston University and many others.

Kansas State College has a more ambitious project along this line. Their 140-page "Student Catalog" satisfies 95 per cent of all requests to the registrar's office, the college reports. This catalog is issued annually; 25,000 copies are printed, and it has reduced the general catalog run from 12,000 to 5,000 copies. Writing and design are handled by a professor of journalism, responsible to the chairman of the Council on Public Relations, of which the registrar is a member.

* * *

Here are some additional innovations:

At least one college now lists IBM code numbers for schools, departments, and courses.

Many institutions include the directory of faculty, lists of students, statistical information and other similar information in an Appendix.

Another college reorganized the content of the catalog entirely in alphabetical order to aid readers in finding information.

A number of colleges use spiral binding.

Massachusetts Institute of Technology and the State University of Iowa have created considerable interest and received many compliments for their larger size ($8\frac{1}{2} \times 11$) first adopted about 1949. The format is convenient to permit reprints of departmental and college offerings for use in answering specific queries. This "king-size" format which has been adopted by other colleges still provides a problem in filing on the standard book shelf.

Whitman College has used the larger format, combined with well-chosen photographs, pleasing design, and carefully-planned organization of content, to add up to an unusual but very effective catalog. The publication is a combination picture-book and catalog, aimed at the prospective student, his parents and his counselors.

From the point of view of design, typography, layout and sheer beauty of the printed page, I have seen nothing to compare with the catalogs (size 7×11 inches) of the Carnegie Institute of Technology in Pittsburgh. They are striking examples of new directions in catalog design. We know that the Institute has a fine School of Printing Management but other colleges have graphic arts specialists, too, but do not take advantage of their excellent resources.

Another school whose publications are a real credit to the institution and well reflect the teaching and philosophy of the college is the Rhode Island School of Design.

If you are interested in making some changes, you should also study the catalogs of Wittenberg, Bowdoin, the University of Michigan, University of Illinois, University of New Mexico. Other fine catalogs are those of Transylvania, Hiram College, Pennsylvania College for Women, Antioch, and Syracuse.

I cannot overemphasize the suggestion that you make use of the creative talent available within your own institution. Too often, persons charged with the publication of the catalog are picked because of technical knowledge of the college administration and course offerings. As many catalogs testify, technical knowledge is no assurance that the material will be well presented. Your catalog is a very important instrument of public relations, regardless of whether it is accepted as such or not.

I know there are those who sing the praises of "catalogues: old style." It is well to meditate upon the literary qualities of time-honored publications. At the same time, however much registrars may admire the beautiful Spencerian script of handwritten entries on student record cards, there seems to be a fast-moving trend in the direction of IBM and other automatic record-keeping equipment. I don't know whether that brings out my point, but I would be the last person to advocate that you publish flashy, blatant, superficial catalogs or use comic-book techniques to recruit students. The college catalog must remain a dignified publication, truly reflecting the personality and character of the institution.

A traditional college isn't necessarily a bad one. Quality—which is a basic requirement in any style of catalog—may cost more money, but most catalogs could be improved without being more expensive.

May I pass along some advice to you from a noted printer and typographer who has specialized in college catalogs.

Since most catalogs are rather an expensive item, the person who is responsible for publishing a college catalog should become acquainted with the ABC's of printing.

Printers report that it has been their experience that most college and university people who have the responsibility of producing a catalog often appear to be easily satisfied with almost anything the printer may suggest, just as long as the catalog is hurried along and produced as quickly as possible. Also, once the catalog is published it is apt to be reprinted each year, very much the same in styling and design, except for a cover change. There is, of course, a saving in costs with only minor alterations, but perhaps it is not worth the price.

In too many instances, copy is held up by various department heads and then rushed to the printer for immediate publication. When such a condition exists and the job of printing a fine college catalog has to be rushed, the attitude of "anything-will-do" rules.

The person in charge of publishing the catalog should work with the printer months in advance of the actual production date. Sample specimen pages for all sections of the catalog should be set up by the printer and approved by an interested committee of the college. It is well to send sample layouts to an outside designer or typographer—if you have none on your faculty—for advice and counsel.

The chief test of a good catalog is how well it accomplishes its purpose and what impression of your institution and higher education in general it leaves with the reader.

There is no single answer to the catalog problem. Education certainly should cultivate and increase our appreciation for good taste, effective expression, and beauty.

We need to see that those qualities are inherent in our college catalogs.

The public sees the catalog as standing for "The College," and an attractive, well-written, well-planned and -designed catalog means to the reader that the college is just as well-organized and sound in its principles and teaching standards. An awakening is taking place, here and there. It has been long overdue.

Are We Necessary?

HERMAN SPINDT

THE TITLE for this presentation goes back some years to an address I heard at a Rotary Club on the topic "Could you be re-elected?" The speaker raised not only some questions of politics, but such rather personal questions as "Would your present employer re-employ you if he had a chance to go back to the date you were first employed? Would your present wife accept again the sales talk with which you beguiled her, lo, these many years ago—or would it be better, in this group so representative of the allegedly gentler sex, to ask if the husband of the present would even try a sales talk at all, had he the privilege of choosing once again? Even more searching—had your children the chance to choose their parents, would they choose you, or the parents of their playmates down the street?"

I suppose that every job or profession has attached to it what may be called occupational hazards, and not the least of these are the ones that may be called occupational reputations. The profession of teaching is especially plagued by a number of unhappy and sometimes conflicting reputations. Shakespeare and Goldsmith contributed to the persistence of the bad reputation of teachers in "As You Like It" and the "Deserted Village:"

> And then, the whining school boy with his satchel
> And shining morning face, creeping like snail
> Unwillingly to school.
>
> DESERTED VILLAGE
>
> There in his noisy mansion, skilled to rule,
> The village master taught his little school.
> A man severe he was, and stern to view;
> I knew him well, and every truant knew;
> Well had the boding tremblers learned to trace
> The day's disasters in his morning face;
> Full well they laughed with counterfeited glee
> At all his jokes, for many a joke had he;
> Full well the busy whisper circling round
> Conveyed the dismal tidings when he frowned.
> Yet he was kind, or if severe in ought,
> The love he bore to learning was in fault;

The village all declared how much he knew;
'Twas certain he could write, and cipher too;
Lands he could measure, terms and tide presage,
And even the story ran that he could gauge.
In arguing too, the parson owned his skill,
For, even though vanquished, he could argue still;
While words of learned length and thundering sound
Amazed the gazing rustics ranged around;
And still they gazed and still the wonder grew,
That one small head could carry all he knew.

—GOLDSMITH

On the other side, of course, we may claim to have some help from James Hilton's "Mr. Chips," but even here the idea prevails that teachers are fair game for playful or sadistic urchins. I remember personally as a high school principal my hospital visit from the executive committee of the high school student body. Their message was brief and ominous—"Hurry up and get well—we're all on our good behavior till you get back!" The doctor who buries his mistakes, the lawyer who tries to make the worse appear the better reason, the professor with the absent mind and the salesman with the wooden nutmeg are other examples of professional or occupational caricatures that fly wide of the mark of reality and yet are spoken of as typical.

Likewise registrars and admissions officers! For we suffer from specific kinds of bad reputation. I remember with both glee and chagrin the high school boy who acknowledged his introduction to me with—"Oh yes, I've heard about you. It wasn't all good either!" Then there is the story of the Director of Admissions, who, when asked by a visiting VIP what his position was, responded, "They call me a Director of Admissions," and was thereupon told, "Well, if they call you a Director of Admissions, you may be sure they call you a lot of other things also!" By reputation a registrar is a guardian of the rules of the faculty, cold, austere, whose professional vocabulary consists of, "No, the rules do not permit it." or "No, it may not be done." Not long ago I heard a professor of Education say that in every college or university there was always at least one person who both adhered to the rules and opposed any change in the rules. He had found that this person was usually the registrar, and therefore he favored the abolition of the office. And what shall we say of the reputation of the admissions officer, that ingrate who has refused admission to

the star athlete, or who seems not to remember that the rules of justice should be tempered by at least a modicum of mercy and kindliness.

In a way I suppose the title for at least a part of this paper should be "Are our *Reputations* Necessary" rather than "Are *We* Necessary." Are these reputations deserved? Most assuredly they are not, as I have seen registrars and admissions officers at work and at play (should I have substituted "at conventions" for "at play"?), but our present reputations are still likely to persist for a long time. Why should this be so? A large part of the answer depends on the type of higher education we have developed in the United States as distinguished from the types developed in other countries. Whether or not we would re-elect the system we have, had we the chance to start over, the fact is that we have developed a measure of educational growth that rests heavily on time-serving, routine, rules, and red tape.

Outside of the United States we would search far and wide to find such a measure of education as is implicit in units, hours, or courses —or if you wish, semester systems and quarter systems—or if you wish still further, lectures, seminars, tutors, great books, survey courses, or courses directed at behavior. Outside of the United States, the test of education is tests, not of courses, lectures, seminars, or tutorial wisdom, but of what the individual can show of his knowledge at a particular time and place, in response to an artificial and sometimes highly inefficient request for somewhat useless and unimportant information. I would *like* to say in regard to the United States —"on the contrary"—but honesty compels me to admit that units and grade points are little, if any, better measures of education than university or national examinations. The fact is that up to the present time we have found no very satisfactory measure of that conglomerate of accomplishments that we call education.

We who are here serve the gods of quantity and quality as measured in grade points, units, semesters or quarters, and term examinations, as distinguished from examinations that presumably measure a level of general accomplishment, understanding or knowledge. The question that arises immediately is not merely whether we are necessary to the system of education and examinations in which we find ourselves but whether the system itself is either necessary or desirable. Criticism of other systems by those who teach or learn under them would indicate that we should make no hasty or irrevocable decision

about our own. The problem is not merely one of higher education: secondary education the world over is not a matter of Carnegie units or of time-serving courses completed, but of examinations attempting to identify a most hazy intellectual level of accomplishment. Rather, the problem is one of freedom of teaching, of attempting to meet individual and group educational needs, not of teaching to answer the questions set by a teacher or by a national or regional committee on examination. If we may judge from the almost universal acceptance of the unit system by American colleges, we believe that a teacher-set and proximate examination is more likely to result in the kind of schooling we desire than a committee or all-inclusive, distant and delayed examination possibly can. At any rate, students do seem to get educated, in spite of or because of the complications of the system. Possibly we can take heart from the remark of President Lowell, who, in conferring a degree on a man who had spent a lifetime in the study of ants, said he "had proved that ants, like men, can operate a complicated society without the use of reason."

If one accepts the teacher-designed, proximate or term's-end type of examination and the accompanying year-courses, units or grade points, it follows without question that records will multiply, and must be preserved. Further, the relationship of the student in America is to the institution, rather than to a tutor or professor, and he changes institutions quite without regard for individual teachers—only at the graduate level does the quality of an individual teacher materially affect the student's choice of a university. Again, the characteristic pattern of American education is that of two years of collegiate, general or liberal education following a twelve-year period of elementary and secondary schooling and followed by the academic major, or by the professional school with requirements frequently imposed by national accrediting associations. Easily translated measures of educational level become necessary, whether we like it or not, and things like units and grade points come closer to giving such an easy measure than does anything we have yet devised.

It must be remembered, however, that quantitative measures like units, even when tempered by qualitative measures like grade points, are peculiarly susceptible to limitation and manipulation by rules, especially faculty and deans' rules. The very ease of manipulation invites quantitative law, and in this fact lie some of the reasons for our necessity and our essential service to higher education.

There is probably no way in which we can completely overcome the occupational reputations mentioned above; it is inherent in our duties that we must enforce rules, and so frequently must say "no" in response to many of the requests that come to us not only from students and their parents, from alumni, but strangely enough, also from members of the faculty that themselves set the rules by which we act. We can take a degree of comfort in the fact that other college officers, even our presidents, have similar occupational afflictions. One is reminded of President Eliot's response to the question, "Did anyone ever accuse you of lying?" "Yes, and they proved it, too." However, there are a number of directions in which we may at least somewhat improve our situation and thereby also better serve our institutions.

First, we should take the lead in getting unreasonable or unnecessary rules changed. When I was quite young I used to envisage St. Peter at the Gates of Heaven, flanked by one or more recording angels. I always thought of them as acting only according to rule from which there was no appeal. I think I would now resent a St. Peter or even a recording angel who did not on occasion intercede with the Ruler of Heaven on the enforcement of the rules of admission, or the black or red marks in the recording angel's books. To be successful in this, taking the lead in rule changes, we need to know more about how the rules affect scholastic standards than anyone on the faculty does—here is implied the third direction our effort, namely research, with which I will deal later. We need also to know what the rules are and how they are enforced in our own offices. We need to know the history of the rules, because sometimes the rules we enforce are matters of tradition and precedent—we might call them common law—rather than written rules set by faculty or administration. I am reminded of the rule in my own office, that a course failed in the University might not be repeated for transfer credit in another institution. I was assured that the Academic Senate had so decreed. Upon investigation, however, we found that twenty years before, the then Director of Admissions, or University Examiner as he was called, had so decided in an individual case, and his decision became precedent, and precedent acquired legal status as holy as faculty edict. You may have heard the story of Three-Legged-Willie, justice of the peace in West Texas, who had before him a desperado asking for bail. Irked at Three-Legged-Willie's insistence on high bail, the desperado took from his belt a Bowie-knife, slammed it on the table

and said, "*This* is the *law* in Texas." Three-Legged-Willie, not to be outdone, slammed a six-shooter on the table and exclaimed, "Yes, but *this* is the *Constitution* in Texas."

We need to know the various gradations in our office laws, be willing to change that which needs to be changed if we ourselves have the power to do so, and to lead administration and faculty in making desirable changes when the rules are of the six-shooter rather than Bowie-knife type.

One of my registrar friends, who was kind enough to read this paper and to make suggestions for changes, said that what I had written above about rules applied with equal force to office procedures. Most of us came to our present positions without any experience other than that gained in the offices we now supervise, and so undoubtedly we have tended to keep the same procedures that had been previously followed. Many of us were pitchforked into our positions with no previous experience at all in the procedures of the office of a registrar or director of admissions. What could be more natural, then, than to accept and perpetuate the procedures we already found in use? Yet this is not quite true, because the vast improvement in mechanical devices has forced us to examine and revise the ways in which we do our work—the typewriter and electric typewriter, the many new ways of reproducing letters, the various types of photostats, improved filing systems, and the revolution worked by IBM equipment make of our offices very different places from what they were a few short years ago. My friend's comment is still wise, however, in that we should continually examine our office procedures with a view to the greatest possible efficiency. Blocks appear in the way, of course—not in this case from faculty, but from within our own offices in the form of resistance to any change, or from other campus offices with which we have direct relations. My first suggestion to overcome our occupational hazards is to check carefully our rules and our procedures.

Second, we need to give attention to our relations with *our* public —students, alumni, faculty, administration, parents of students, prospective students, faculty and counselors in high schools or colleges that send us students, and last but not least, the general public. Most obvious in this connection is the attitude of the members of our staffs, how they answer the telephone and how they receive visitors, especially at the window or when people come to ask ques-

tions. We must give correct answers or give information as to where questions may be correctly answered, and we must do this cheerfully and courteously in the face of the foolishness of the question, the expressed irritation of the questioner, or the fact that the answer is clearly stated in official publications. "Official publications"—now there *is* a problem in public relations! Rules must be stated exactly, and strangely, exactness frequently calls for involved sentences that sometimes result in obscure rather than clear expression, or so it seems to the reader, the student who is held responsible for adherence to the rules. I know how difficult it is to be both exact and clear, but certainly we must work at the problem, because it is the applicant and the student that must understand the rules—we need to remember that the applicant is only a twelfth grader, and the student only a little older.

On a cross-country trip two years ago, I visited a number of college campuses, and I was impressed with the large number of registrars and admissions officers who were members of service clubs and otherwise active in community affairs. As I travel about the State of California, I can be sure that I will find the high school principal or the superintendent of schools at Rotary, at Kiwanis, or at Lions, and my Rotary membership serves me well in my relations with them. One's membership in a service club pays dividends in public relations—seldom do I attend Rotary without a question being asked me about the University. But this is true also of the Men's Club at the church, the Business and Professional Women's Club, the lodge: Knights of Columbus, Masons, or Elks, or Eastern Star. What I am trying to suggest here is the desirability of participation in community affairs, worthwhile of course for what we may give in service, but repaying many times over in value to our own work; similarly with school conventions, or conferences of school counselors, where it may frequently be possible to clear up both major and minor misunderstandings by a few minutes of conversation.

The questions from students and public that concern me most are not questions of *what* rules say, but rather *why* the rules are as they are. We need to have the answer as to why geometry or foreign language is required of everyone as a condition of admission, or why a certain minimum standing in grades or aptitude test must be achieved. I happen to be one of those who believe that high grades in academic subjects are better indications of subsequent college suc-

cess than are high grades in vocational or manual subjects, and so I suppose I should have a good answer on specific requirements such as mathematics, but I have to admit that such studies as I have made give geometry no magic power over other academic-type subjects, such as English, history or laboratory science—nor does the study of foreign language. The best defense of geometry as an entrance requirement that I have heard came from a professor of English, who used the theorem as a means for teaching the nature of a paragraph. "If there are students in my class who have not studied geometry," he said, "you make it impossible for me to use an effective method in teaching English." Frequently I am honest enough to admit that the reason for certain rules is tradition, or present compromise of differing opinions. For many of the questions as to the *why* of rules, however, I find my answers in statistical studies made by my own office, or by other admissions offices. Even here, however, it is necessary for us always to keep in mind the difference between the statistical person and the real person. It is possible to have perfect rules that deal justly and effectively with the *statistical* person, whose future achievement we can predict exactly, but one of the main reasons for our necessity to our institutions is that we should know when the statistically perfect rule should be adjusted or broken for John Jones, the individual sitting hopeful and fearful on the other side of our desk. You have heard the comment on the boast of a dean, who said that for thirty years he had never made an exception to the rules—"Why, then, have we been paying you a salary!" Do not misunderstand me—the law requires a scribe to interpret and enforce the law and always we must remember that we are scribes; what I am asking here is that we be not only scribes of the law, but also doctors of the law, even occasionally speaking as one that has authority.

If we are to be doctors of the law and not merely scribes, we need to know whereof we speak; our dicta must be based on research. How nearly are our entrance requirements consistent with the expressed purpose of our institutions? Do our rules and procedures result in the proper kind and amount of retention? How do we compare with other institutions? There is a problem—could not a committee of our Association establish common research and statistical procedures so that we could make valid comparisons with other institutions? Now, when someone wishes to make a comparative study, he asks each of us to dig into our records and secures, at best, only approximate answers,

largely because few of us keep our records in the same way. What is a full time student—probably there must be different answers for the undergraduate and the graduate levels? Is a "foreign student" merely a non-citizen, or is he one who is on a student visa? Can we make valid distinction between a real drop-out, and a transfer to another college? What is the best way to determine geographical distributions of our student bodies? What measures shall we put on plant use? How shall we determine trends in departmental registration? In what form shall we report to the administration on teacher load and class size, especially so we can compare ourselves with other like institutions? How shall we make statistical reports readable and understandable? In showing dispersion shall we use averages or medians, quartiles or standard deviations, remembering that few of our faculties are trained in statistics—if we limit our reports to that which the untrained can understand, how shall we meet the criticism of the statisticians who want us also to include probable errors and degrees of significance?

We cannot limit our research to our own institutions. More than anyone else, admissions officers need to know about secondary schools, because they have a special responsibility in interpreting the work of the secondary school to the college faculty. Is it true that teachers trained only in physical education are suddenly assigned to teach history, or history teachers assigned to teach mathematics? Is it true that all secondary examinations are of the objective type, and so the student gets no experience in writing an essay-type examination? Does the comprehensive American high school necessarily give only a weak academic preparation? What are the differences in the schools that send us students? Questions like these need to be answered correctly and objectively—we have no right to indulge our prejudices, nor to let our faculties base their judgments on the isolated case. Requirements for admission and for graduation are sometimes based on misunderstanding or lack of knowledge of what other schools are doing or failing to do, and we are the ones who have the responsibility for research and interpretation.

There is probably no greater force in higher education in the United States than is implied in the term "academic respectability." Sometimes this takes the form of "keeping up with the Joneses," that is, we must not be less respectable in our courses and standards than some other college that we accept as a bellwether. Sometimes it takes

the form of *forcing* a grade distribution to approximate a normal curve. Sometimes it may be a slavish adherence to tradition. Educationally indefensible as these approaches may be, the student stands in fully as much danger from the institution that declares its independence from the concept of academic respectability. Curricula then may become the hobby horse of crank or crackpot. Are we necessary to our institutions in these problems of institutional policy?

The answer to this question depends, it seems to me, on two things, the quality and extent of our knowledge and research, and the relations we have with our faculties. Our knowledge is not only a matter of research, but of the degree to which we keep up with the literature of higher education. Our own publication COLLEGE AND UNIVERSITY is one of the best. A rather cursory and limited examination of articles in COLLEGE AND UNIVERSITY shows 60 articles on higher education, 35 on the work of our offices, 30 on student personnel problems, 8 on school relations, 3 on accrediting and 8 that may be classified as general, not dealing with education as such. Our authors also show a broad distribution—49 articles from deans or administrators, 54 from registrars and admissions officers, 35 from professors, 9 from the secondary schools, 11 from government or lay personnel, 5 from statisticians, 2 from counselors, and one each from editor, librarian, psychiatrist, and football coach. No other publication in higher education can show such a diversity, and yet such an essential balance of both subject matter and author. COLLEGE AND UNIVERSITY we can read, and I think we could serve our institutions well if we persuaded members of our faculties to read it also. We, on the other hand, should read what our faculty reads—*Higher Education, The Journal of Higher Education, School and Society, The Junior College Journal, The North Central Association Quarterly, the College Entrance Examination Board Review.* (And since we are meeting in Boston, I may be forgiven for adding Ginn & Company's *What the Colleges are Doing.*) As we show ourselves conversant with the literature of higher education, we are likely to increase our influence within our own institutions.

As through research we learn more about schools and students, we stand more likely in a position to influence curricular decisions in the direction of objectivity rather than prejudice—on the one hand to keep the starry-eyed iconoclast from "riding off madly in all directions," as Stephen Leacock's Lord Ronald did, on the other hand to

keep the traditionalist or the "vested interest" from merely sitting on his hands. We need to meet the educational needs of our students, and those need to be determined as objectively as possible. We must try to answer the question, what is educative, and more difficult, what is possible, in view of time limitations, the education students have when they come to us, and our own lack of money or facility. We can, I believe, be of assistance to both faculty and administration in matters of curricular policy.

I referred above to "what is educative". Some years ago I asked my daughter, then a major in English at the University, to tell me what high school course she had found most educative. Her response was first year Latin. I then asked about second year Latin, which she characterized as a complete waste of time, although taught by the same teacher as the first year. Subsequently I asked classes in secondary education to list for me the "most educative" and the "least educative" courses they had taken. The responses show about ten per cent concentration of some phase of English as "most educative"—but an equal concentration of English as "least educative"! Likewise social science, about five per cent. Thereafter they spread themselves all over the subject map—the only concentration larger than ten per cent came from a group of seniors in engineering, twenty-five per cent listing mathematics as "most educative" and an equal number sure that foreign language has little educational value.

Now my reason for telling this story of my search for an easy definition of "what is educative" is my concern for what I may call approaches to curricular revision and course organization. In college circles I am impressed with the prevalence of what I call the "armchair" or *a priori* approach, in which we philosophize about subject material and decide that if our students follow this pattern, they will, perforce, become educated. Our influence as secretaries of faculty committees, or of the faculty itself, should go in two other directions, first the *a posteriori* approach and second, the needs-of-the-student approach. We should keep faculty and committee minutes so that we build up a useful history of what has been discussed, but much more important, what has worked and what has not worked—a sort of pragmatism in action. In the matter of needs of students, who better than the director of admissions can let our colleges know what the high school graduate needs, or let the high schools know what the high school student will need when he comes to our college? We need

to study within our own institutions the basis for scholastic success, and then we need to be sure that that scholastic success means that the student has become educated, that his educational needs, both present and future, have been met.

Do we appear in this picture of curricular revision? In my opinion we should, as individuals if not officially, because of our unique situation in being able to get information about students, about departments of the college, about schools, about everything concerned with the educational programs of our colleges. Through the information we have, through our relationships with the administration, the counselors, the faculty, the schools, we can exercise a desirable influence on the course to be taken by higher education in the United States.

Are we necessary? Who else can better perform the functions I have listed—to see to it that rules assist rather than hinder the process of education, to interpret our institutions to the schools, and the schools to our institutions, to have knowledge based on study and research to assist in making wise decisions on general policy. Who knows—we might even overcome some of the "occupational hazards" associated traditionally with our routine duties.

Small Boats on the Rising Tide

THEODORE A. DISTLER

I WANT first of all to compliment you and your organization on the many fine contributions you have made and continue to make to American higher education. Your studies and publications have done as much as, if not more than, any others to draw attention to the situation that confronts our system of higher education as student enrollments increase with the growth of our population—a situation vividly characterized by one of your most significant studies as "the rising tide," because of its massive dimensions, its inevitability, its pervasive force and its potentially dangerous consequences.

Since my able and distinguished colleague with a long tradition of naval service behind him, culminating in the exalted rank of captain, chose for his subject "The Rising Tide Lifts All the Boats," I thought that I who was once an apprentice seaman—the highest rank I attained in the Navy—might keep the nautical flavor by speaking of "Small Boats on the Rising Tide." It is altogether appropriate for me to do so, not only because the bulk of the educational institutions I am professionally concerned with are small but also because the biggest boat I was ever on during my brief but fascinating experience in the Navy was a rowing cutter.

I take it for granted that the responsibility for facing the rising tide is shared by all of our institutions of higher education. The fact that they will meet the responsibility in many different ways is simply an expression of the diversity which is one of the great strengths of our system. The magnitude of the problem forces us to think in large terms—not in hundreds but in thousands and tens of thousands. This has led some people to believe that the only solution lies in large universities, expanded whether on one campus or on more than one to a size that even for such institutions seems fantastic in relation to present enrollments. I do not share this view.

At Dunkirk, when the British Army and nation faced their gravest peril of recent times, the day was saved not by the big ships but by hundreds of small boats manned for the most part by amateur sailors. They were not better boats or better men than the Royal Navy. They probably could not have done what they did without the destroyers

on their flanks. But they were peculiarly suited to that particular job: it could not have been done by any other means.

In the same way, I believe, our five or six hundred smaller colleges have an essential part to play in meeting the growing crisis of higher education. It would be ridiculous to suggest that they can solve the problem on their own. In a vast co-operative effort, however, to which every type of institution must make its special contribution, the small college of liberal arts and sciences has a place that cannot be filled by anybody else.

I assume that there can be no argument about the need for a great effort. We are not faced with an emergency that is merely temporary, unless the current trend of our national birth rate is dramatically reversed. One may venture the opinion that sooner or later the flow will be halted long enough to let us catch our breath before the next advance, or at any rate will be slowed down to a less rapidly accelerating tempo. But the only prudent assumption is that the tide will go on rising not for ten or fifteen years but for very much longer. I am only hazarding a guess but I think we shall have to look forward in our planning to an expansion lasting over at least the next thirty years. We shall have to think in terms not only of expanding institutions but also of creating new institutions—perhaps new types of institutions—and certainly new educational techniques, if we are to provide all of the qualified men and women with educational opportunities appropriate to their varied capacities, tastes and vocational needs, and provide these opportunities as economically as possible.

What this will entail in terms of physical resources—land, buildings, equipment and therefore money—is already broadly evident. I need hardly point out that, for all the steadily growing recognition of the material needs of American education, and the ever more generous support it has called forth from business corporations, governmental authorities, alumni and private benefactors of all kinds, a still greater proportion of our national income will have to be devoted to higher education.

Great as is the problem of material needs, I feel far graver anxiety about the supply of college teachers. An institution with the finest physical plant in the world would be mockery of a college if it did not have an adequate faculty. But this is precisely the prospect with which our colleges are faced in the immediate future. Dael Wolfle has estimated that in order to maintain the same faculty-student ratio

as in 1952-53 the total strength of our college and university faculties would have to be increased one-third by 1960, increased three-quarters by 1965 and more than doubled by 1970. The same study indicates that, even if all those who are expected to obtain doctorates by 1958 were suited to teaching, and were in fact to become college teachers in spite of the competition of industry and government, we should be short 5,000 teachers within three or four years. The position is likely to become still worse thereafter. Some at least of the causes of this threat are known to all of us, but I must tell you in all frankness that I see no sign of any concerted effort to come to grips with it.

To ignore the magnificent gesture of the Ford Foundation in making $50,000,000 available for improving faculty salaries would be the basest ingratitude. This solid measure of support will not only alleviate the hardship and injustice suffered by many of our present teachers, but may be expected through its repercussions to make the profession more attractive to potential entrants. Salary levels, however, are only one of many factors in the problem of vocational motivation.

I am not here concerned to advertise the activities of my own organization, but I should like you to know that the Association of American Colleges has taken up as one of its most urgent duties the task of trying to fill the gap. In the immediate future we hope to undertake, with suitable foundation support, a project—on a modest, experimental scale to begin with—for identifying potential college teachers among promising students at the undergraduate stage, encouraging them to think seriously of teaching as a career, assisting them where necessary to obtain graduate training, following and if need be guiding their progress in graduate study, and providing improved machinery for placing them in employment. I hope this and any similar project will receive the whole-hearted support of your members as well as other college administrators. With all the earnestness at my command, I bespeak your sympathetic assistance in what I believe to be one of our most pressing endeavors.

The vital importance of education to the future welfare of our nation is attested by the White House Conference to be held in the coming fall and the preliminary conferences already being held in the several states. We do not as yet know enough of the progress of the various state conferences to be able to discern any clear pattern of

thinking about how the higher education system should be planning to meet the rising tide. We can only guess at the implications of the state conferences for the national conference. But I shall be bold enough to make the prediction that, valuable as the whole series of conferences may be for highlighting our problems and achieving the greatest possible measure of agreement on principles, they will be able to go no further than propounding solutions in broad, general terms.

To find effective, practical answers to our problems we shall have to follow up state and national planning with detailed, co-operative planning at the grass-roots level. What do I mean by the grass-roots level? Let me give an example. I am thinking of a particular county in which, superimposed on a fine system of public elementary and secondary schools, there are a college of arts and sciences, a junior college for girls, a trade school and a state teachers college. If, and only if, all these diverse elements in post-secondary education come together in a spirit of mutual aid and imaginative flexibility, to examine the needs of their own county in relation to the larger needs of the state and nation, they will be able to face the tide and direct it into productive channels. You will remember that when we were confronted with the G. I. enrollment bulge, the areas which were most successful in finding solutions were precisely those in which such grass-roots co-operation was achieved.

This co-operative planning must be frankly aimed at more efficient utilization of our total educational facilities. It will have to take account of the newer educational techniques such as audio-visual aids, including both closed-circuit and open-circuit television. But it must also provide for critical examination of existing practices. Curricula must be carefully restudied with the aim, not of reducing the rich variety of offerings which is one of the glories of our higher educational system, but of pruning what is inessential and eliminating duplication.

Where private colleges are concerned, such co-operative action will in no way detract from the responsibility of the individual institution to determine its own policies in the light of its accumulated experience, its traditions and its resources. Indeed, no independent college can take an effective part in co-operative planning unless it has a clear idea of its own proper function and the most useful contribution it can make to the common effort.

Many colleges, both large and small, have already done some serious soul-searching. Some have attempted to project their thinking as far ahead as ten years or more: others have been mainly concerned with the immediate future. Some have determined that if they can find the necessary resources they might reasonably increase their student body by anything from ten to a hundred per cent. Others believe that the right policy for them is to stay at about their present size and endeavor by a selective process to admit only men and women of the highest caliber. For this they are sometimes criticized. For my part, I would maintain that they have not only a right but a duty to follow this course if they believe that it represents the greatest service they can render to their nation and the world. This is not to say that they may not be called upon to justify their position. Private institutions have public responsibilities. Just as surely as public institutions, they must be prepared to defend the validity of their policies.

In considering the part that each type of institution should play in the common effort, we should keep in mind, without giving way to emotional exaggeration, the problem of balance between public and private facilities. Currently about 50 per cent of our college graduates come from church-related and other private colleges and 50 per cent from publicly provided institutions of higher education. With the rising tide of enrollments, it seems obvious that private education will not be able to maintain its present share unless its resources are expanded to a degree which is not now foreseeable. I do not believe this is necessarily disastrous. There is no magic in any particular ratio. But I am sure that the leaders of public and of private education alike would agree that the genius of American higher education would suffer if some reasonable balance were not maintained. Some have ventured the opinion that we should be in danger if the private colleges' share of our student population fell below 25 per cent. I lack the wisdom to judge whether this or any other figure marks the point at which the leavening influence of private education would be lost, but I am certain that there is such a point and we shall pass it at our peril.

We have seen a great deal in the press about the Soviet Union surpassing us in the number of scientists and technicians it is training. I am not greatly impressed or alarmed by these figures. We are, to be sure, a small nation by comparison with some of the nations pres-

ently hostile to our ideals or still uncommitted in the great conflict of ideologies. For all our growth in population, we cannot hope to compete with them in numbers. But I submit to you that our safety and our pre-eminence must rest not on quantity but on quality.

If we are to maintain our position of world leadership, it becomes a patriotic must for us to see to it that all our young men and women of high intellectual capacity are given every possible opportunity of developing their talents to the fullest extent. I am thinking not only in terms of scientists, engineers and technologists but equally of poets, artists, philosophers and ministers. I am thinking of our military might and our industrial power, but also of our cultural foundations. After all, the difference between free men and slaves lies not in physical strength but in spiritual values. To identify the men and women who are capable of carrying on and enriching our highest traditions in every field of endeavor, to furnish them with motives for realizing their potentialities, to make it possible for them to attain their utmost limits of achievement, may well be our most serious problem. For if we should fail in this regard, we shall surely find ourselves, for all our proclaimed ideal of "education for all," not a strong but a weak nation.

Of one thing we can be sure. The people of this country will demand that its higher educational needs be met. It is our job to see that those needs are met in the most adequate manner and in the best interests of the nation. This may mean a greater diversity in educational methods and educational institutions than this country has ever seen. We shall have to fight the tendency to assess higher education in terms of social prestige. Keeping up with the Joneses is still one of the greatest stumbling blocks in the way of a realistic approach to the best education for all. We shall have to make it crystal clear, to fathers and mothers as well as students, that all higher education is socially desirable and no one kind is superior to another in terms of its ultimate value to society. There is no room for odious distinctions if we remember that, while all men are born politically equal, God in his wisdom has chosen to give us a variety of capacities and talents and strengths and drives. When we speak of equality of educational opportunity, we do not imply that everybody should have the same kind of higher education. We mean that each individual should have the kind of education which, given his particular bent and capacity, will enable him to attain the greatest possible measure of intellectual

development and to make his maximum contribution to the welfare of the community, the state and the nation.

Nothing is more urgently needed than a thorough study of the means by which this ideal can be effectively realized. Various studies in the area of student motivation and scholarship facilities are indeed going on, but no one of them is broad enough in its scope, comprehensive enough in its outlook or radical enough in its aims to provide us with the guidance we need. Fragmentary answers are not enough. It may be that your Association, which has done such outstanding research in the past, is the appropriate body—either alone or in collaboration with others—to undertake the thoroughgoing study that is needed. I hope you will most earnestly consider it.

In any case I am convinced that the private college of liberal arts and sciences has a vital role to play in this supremely important quest for quality. I am not concerned with the time-worn shibboleths of "liberal" educators who have often shown themselves the reverse of liberal in their attitude towards unfamiliar but potentially valuable disciplines. Imagination and resilience are needed above all if we are to meet the coming challenge. I am thinking of a purely practical aspect of our problem. We must all stand together in resisting any dilution of our standards. This is a responsibility of public no less than of private institutions. Both alike must insist that our colleges and universities would simply not be doing their job if they were anything less than first-rate. But it would be idle to deny that, as the flood-tide rises, publicly provided institutions will be under greater pressure than their independent brethren to sacrifice quality to quantity. In this respect, if not in material resources, the independent colleges and universities have the better part. Not, I must repeat, that they are necessarily more blessed—only more fortunate. This privilege imposes on them a corresponding obligation to act as the flagships of intellectual excellence for our nation.

Reports of Panel Discussions

I—High School-College Relations

CLYDE VROMAN

Introduction. This panel program was a natural culmination of the several years of work by the Association's Committee on High School-College Relations. The 130-page printed report of the Committee, *Secondary School-College Co-operation, An Obligation To Youth*, had just come from the press and was distributed to all who registered at this annual meeting of the Association. Therefore, the panel decided to keep its individual presentations very brief and to place major emphasis on audience participation, hoping thereby to get a valuable cross section of members' opinions and concerns. The audience responded in a most gratifying manner. There was intensive audience participation for about two hours, and it was indeed a profitable experience for the Association and for each of us personally.

Panel Presentations. Following are brief synopses of the opening statements by the three panel members:

Mr. Ted McCarrel, (State University of Iowa) spoke on the topic "What Are the Significant Trends?" He said these were:

1. The great amount of interest and constructive work being done in school and college relations.
2. The increased research being devoted to school and college relations. Foundations are increasingly providing funds for such research.
3. The increasing realization that the tidal wave of students is going to make school and college relations of even greater importance in the years ahead. There is reason to believe that we may see a drastic reorganization in secondary school and college education to care for those who will want a college education.

Mr. George Kramer, (Rutgers University) spoke on the topic "What Lies Ahead?" He listed these items:

1. The large number of students wishing to enter our colleges will cause many problems and force us to change our procedures and services.

2. The need for better articulation between schools and colleges will demand that we have more effective personal relationships with the schools and that we develop better printed materials for the guidance of prospective students.
3. Our criteria and procedures for the selection of students for admission to our colleges will be changed considerably. Each college will have to identify the role it is to play in educating college youth and to find more effective ways of adjusting itself as an institution into the program of higher education in this country.

Mr. Claude Simpson, (State College of Washington) spoke on the topic, "What is Appropriate for Your Institution?" He covered these items:

1. Each collegiate institution should have or should develop a definite philosophy and program of co-operation with secondary schools.
2. The admissions officer has a major responsibility to lead his institution in this area of co-operation with schools, to keep his faculty informed, and to work co-operatively with admissions officers in other colleges.
3. Each institution should be active in its state program of school and college relations. It also should do all it can to assist in the study of these matters on the national level.

Audience Discussion. About seventy-five persons made up the audience. Since the Committee on High School-College Relations had worked so closely with school principals for several years, no effort was made to involve principals in this meeting. The panel members wanted most of all to lead a discussion of these matters by members of AACRAO. Therefore, the following summary represents the discussion of various college people condensed into a series of general statements:

1. *Granting college credit for advanced work completed in secondary schools.* An increasing number of colleges are giving college credit to students who demonstrate advanced competencies upon entering college. This trend is of such scope that it should be studied carefully by each college and by appropriate committees of national associations.
2. *Increased personal relationships between secondary schools and colleges.* Inter-visitations are helpful. School principals

want to know where their graduates are attending college and how they are doing. Principal-freshman conferences on campus are very productive of better understanding and good will.

3. *Improvement of school transcripts and college application forms.* Although there has been much work done on standardizing school transcripts and college application forms, much remains to be done and further study and action should be started immediately, especially on the national level. There is opportunity for a co-operative project between the National Association of Secondary-School Principals and AACRAO. It may be appropriate to prepare a school-level companion book to AACRAO's college-level "An Adequate Transcript Guide."
4. *Multiple college admissions applications.* There is a growing trend toward multiple applications and it will become worse with the impending tidal wave of college enrollments. School and college people should seek ways to keep this problem to a reasonable level. The application fee charged now by some institutions does not seem to be the answer to this problem.
5. *Trends in admission requirements.* More specific prescription of college admission requirements does not seem to be the answer to better articulation of the instructional programs in schools and colleges. Colleges are finding it helpful to give the schools more information about the nature and content of college freshman courses and to define the competencies which are necessary to carry those courses. Schools welcome this emphasis on outcomes of secondary education and on freedom for the schools to decide how to achieve these competencies in their graduates.
6. *The principal's recommendation.* There are widely varying points of view and practices concerning the function of the principal's recommendation in the college admission process. There is opportunity for co-operative study of this problem on the state and national level. However, the problem should be studied first by each college and the principals who send it students.
7. *College admissions are becoming more restricted.* The rapid increase in college enrollments is making it necessary to limit the size of freshman classes and to make admissions more selective. This trend is causing colleges to find better ways of

selecting and restricting their entering classes. As a result, schools find their problems increasing and changing. It would be wise for school and college people to study these problems and to develop desirable procedures which will be best for all concerned, especially for the students.

8. *Motivation of able students.* There is need to find ways to insure that the more able students in high school will elect an appropriate proportion of courses in the traditional academic subjects and that these students will be motivated toward and held to commendable achievement in those courses. In recent years there has been a sincere effort by many colleges to give the secondary schools full control of their instructional programs. Now we are ready to identify the unique roles of schools and colleges in the education of students who go to college.
9. *Co-operative action at the state level.* There is a rapid increase in the number of co-operative projects at the state level. In some states the emphasis is on joint meetings of school and college people. In others the emphasis is on inter-visitations between the two levels. In all cases the main problem is communication. Some states are finding it helpful to prepare written materials for exchange and particularly for school counselors.
10. *Institutional programs.* The real test of school and college co-operation eventually comes when each college tries to develop its own program of relations with schools. In most states there are some colleges which have been working at this problem for some time. All colleges can profit by evaluating their present programs and by looking for new ideas and practices among their sister institutions.
11. *What should the AACRAO Committee on School and College Relations do next?* The Committee has completed the first large phase of a long-range and probably continuing problem. It should now examine carefully the current trends and problems, analyze the various practices of co-operation between schools and colleges, do some "crystal ball gazing," and take leadership in a program of joint action with the secondary schools toward solving our mutual problems.

II—Enrollment Forecasting

RONALD B. THOMPSON

The panel discussion concerned with enrollment forecasting was divided into three major sections: Enrollment forecasting from the National Level, from the State Level, and from the Local Level. It was pointed out that at the national level, as well as the state and local level, the two major factors contributing to the future increasing enrollments are: the approximate doubling of the number of births in the last twenty years and the increasing percentage of college-age youth attending colleges and universities. Because there is very little in-migration and out-migration, as far as the United States is concerned, rather definite projections of the number of college-age youth each year can be made. There is, however, a significant amount of state-to-state migration, and, therefore, projections of enrollment at the state level must take this into consideration.

A set of colored slides portraying the national situation was used in order to present the situation graphically. Attention was called to the wide distribution of the booklet *The Impending Tidal Wave of Students,* and it was also mentioned that the slides and tape recording are available for group meetings. Considerable discussion followed concerning questions of national policy in the provision of educational opportunities for the increasing numbers of youth.

Nelson M. Parkhurst, (Purdue University) presented the discussion concerning the projection of enrollment at the state level. He called attention to many of the state studies which have been made and compared the various procedures used. Attention was called to the following basic data which are fundamental to the projection of enrollment.

1. Population data for the state or area under consideration.
2. Data concerning the enrollment in elementary and secondary schools.
3. Data concerning college enrollments.
4. Data from other sources, such as departments of agriculture, state planning boards, civic organizations, and other educational groups.

A proposed outline for enrollment studies at the state level was then presented. This proposed outline suggested procedures for implementing the gathering of data suggested above. Those interested in making such state projections should write Mr. Parkhurst.

The presentation of projection of enrollment at the local level was given by Alfred Thomas. It was first suggested that those making a study take into consideration such items as geographic location, climate, economic resources, population in the immediate vicinity, racial groups, enrollment trends of the institution, competition for students, the ability of the college to provide an adequate program and meet the educational needs of its clientele, and the philosophy of the governing board. A specific illustration was used in the projection of enrollment at Arizona State College at Tempe. First, a study of population growth from 1890 to 1950 was given. Mr. Thomas called attention to the college-age population from 1939 to 1970, and discussed enrollment of the colleges and the distribution of the students by geographical areas. This study had been made from the beginning of the college. He then discussed those factors which have influenced the college through the years. Mr. Thomas gave a summarization of his study, *An Enrollment Forecast for Arizona State College at Tempe 1951-52—1970-71.* Various suggestions were given for those considering making such studies.

It was then suggested that at the local, state, regional, and national levels many studies have been made, and those who are interested in making projections of enrollments might profitably consult these studies before attempting further investigations. It was felt that Registrars and Admissions Officers are in the best position in their various colleges and universities to conduct such investigations. It was further suggested that members of the panel would be glad to send information regarding studies which have already been made and that those interested should address the college, university, or state organizations which have conducted such enrollment studies.

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III—Admissions Policies, Practices, and Research

B. Alden Thresher

TEACHING FACULTY ON THE ROAD

Speaker: Herbert H. Williams, Director of Admissions, Cornell University

Mr. Williams weighed the pros and cons of having professors visit secondary schools as part of the admissions procedure. Among the advantages, he listed the stimulation of the professors involved and their learning more about the high school situation. He also said we must eye the faculty as possible extra manpower for admissions work. At the same time, for some school purposes a professor may be more suitable than an administrator.

On the other hand, said Mr. Williams, the difficulties include unfamiliarity with the secondary schools, possible unskillfulness in talking with younger students and the hardships of travel for people who are not professional troupers.

Among twenty-one colleges he surveyed with a questionnaire about school visiting by teaching faculty, Mr. Williams found that none practice this regularly, four do occasionally and seventeen not at all.

MORTALITY AFFECTS ADMISSIONS

Speaker: George Miller, Director of Admissions, Wayne University

Mr. Miller described a study at Wayne University of the good old question of "mortality." The most arresting conclusion from this study showed that over half of the students of apparent lowest promise at entrance suceeded in college while a sizable number of those of highest promise did not succeed. This fact was shown for students who had had only one year of college and also for those who had had four years. Further challenging evidence in this study showed a more varied and unsatisfactory profile of performance at Wayne among students who had been the stronger candidates at entrance. Also the best educated families were not represented most heavily among the best candidates but among the less well-qualified.

Mr. Miller drew a stern conclusion from this general evidence. As enrollment pressure increases the temptation may be to select

from among the apparently gilt-edged candidates. To take this easy and plausible course would be to lose much fine college material in the interests of smooth admissions procedure.

Wayne University is sending out letters to drop-outs offering further counseling to them. The response to these to these letters has reached 70%. By a show of hands in the discussion it was judged that one-third of the colleges represented try some sort of followup after departed students.

How about "living mortality?" someone asked in the discussion period, meaning those students who stay the course but with too little use of their powers. This tormenting question was gently shelved.

THOUGHTS ON MEASURING SUCCESS

Speaker: Roy Armstrong, Director of Admissions, University of North Carolina

Before we can measure the success of our school, Mr. Armstrong pointed out, we must want something very definite and we must be very clear about what this is. As a good example he described a certain scholarship program at North Carolina in which nineteen students were enrolled. Sixteen of these became Phi Beta Kappas and one became president of the student body. Her, said the speaker, success was certainly measurable and obvious because there had been no doubt about what was wanted and very great pains had been taken in all parts of the process.

Mr. Armstrong pointed out that institutions with complex programs must be especially precise about defining the aims of their various schools. Also institutions with a strong specialty should not try to present themselves to the world in a more general guise, as is sometimes done.

IV—Machine Equipment

KERMIT SMITH

This session was rather an informal one with about five-minute presentations by members of the panel. Those attending this session seemed to have a genuine interest in picking up any information that may be of help in performing the functions of their offices. It was soon apparent that several in the audience had had valuable experience with machine equipment and they contributed much to make the session a successful one.

In view of "The Impending Tidal Wave of Students" the chief concern is to try to find mechanical aids to help handle the load. Interest centered on punched card equipment with methods of preparing transcripts by photocopy equipment running second.

Mr. Marshall R. Beard (Iowa State T.C.), led the discussion in this area and has prepared the following report:

> Three new pieces of equipment issued by IBM during the last year deserve mention in terms of use by Registrars. Last summer the long promised new Interpreter was announced. It handles 100 cards a minute in direct order as against 80 cards a minute in reverse order. All controls are in the front of the machine. The board can be wired for two programs. It can print on any one of 25 lines on a card. Digit emission is more versatile. It can verify though this is probably not needed in most Registrar's applications.
>
> The 083 sorter has just been announced and will be in production next fall. It handles 1000 cards a minute, has flat stacking of cards on an error checking device and can be equipped for shortened alphabetic sorting.
>
> The unit of most interest is the new 858 Card-a-Type. This is a completely redesigned machine with little similarity to the older model of the same name which has been off the market for some years. The basic machine can be connected to from 1 to 4 typewriters (Type 866) to produce lists and grade reports, post student records, assess fees, and prepare statistical reports. It can be connected to a card punch (Type 536) for summary punching. It can have an auxiliary keyboard for the insertion of fixed or repetitive data as well as programming. An arithmetic unit (Type 863) can be connected for limited accumulation and multiplication.
>
> This machine is too new for its possibilities in registration and admissions to have been thoroughly explored. It is probable that it will

have a use in large institutions as subsidiary equipment in offices away from the central installation as in the School of Engineering or a branch college. It is likely that for colleges of around 1000 students it might open possibilities where the more traditional installation can not be afforded. How small a college can be and justify its use is still an open question. How large a college gets before a normal installation would be justified appears equally difficult to answer. It does seem that the Card-a-Type will open up punched card uses to a group of colleges which have hesitated up to now.

Some cautions to registrars about to begin punched card operations:

First, it is a good principle to begin operations by steps. Let punch and sorter be delivered first and make some trial runs, perhaps just gathering statistical data. Then let the other machines come after you feel at home handling the cards. Don't try posting students' records first. Perhaps get out class lists, directory copy, and other routine functions for a semester. Then next semester run your grade reports. The next year post your first records. Keep the old methods until you are ready to shift each item. Provide for "shake-down" runs on every operation.

Second, try to think through all your potential card operations before ordering any cards. It is a good thing to design all your cards according to a master plan. If you use a student record number have it always in the same columns on all types of cards. If you use a student name on several different cards—use the same columns. A quarter or semester code number; student classification; an alphabetic code; whatever is common to several different cards should be given reserved space. It will save a lot of trouble in board wiring if you have a master plan.

Third, call on your neighboring Registrars for help. Your salesman will be well versed in industrial uses but not likely a college expert. Registrars don't keep "trade secrets" and can save each other lots of errors and help each other to ask the salesmen the right questions.

Mr. Harold Temmer (University of Illinois, Chicago Branch), discussed the recent developments in photocopy equipment. His report follows:

There have not been any real revolutionary developments in the photocopy industry in the last year. The new developments that we find are merely refinements or modifications of existing processes or equipment. The recent expiration of German patents covering one type of process has released to the market quite a few new pieces of photocopy equipment. These items all use fundamentally the same process in

exposing and developing and, fundamentally, are similar pieces of equipment. They all make claims as to what their equipment will do and, generally speaking, their equipment will perform satisfactorily.

Many manufacturers call their process a "dry process" but when you query them more closely, you find that it is not a dry process but an almost dry process. Briefly some of the new developments are:

1. First, there is the BRUNING. The Bruning people have come out with a Series 100 Copyflex Machine, which is a desk model. This machine will find quite a few applications and costs $498.00. The paper used in the machine costs 8¢ per sheet for an 8½ x 11″ sheet. The company claims that one can make 300 copies per hour for less than 2¢ per copy. I believe that this is fairly accurate. However, you must have translucent records in order to use the Bruning machine to the best of its abilities.

2. We find that the COPEASE COMPANY has come out with a new development.

One of the problems with the type of equipment being used by Copease—and this applies to many others—is the fact that it operates best under subdued lighting. The Copease people have come out with a light visor which can be fastened to the top of the Copease machine and with this light visor the machine can be used directly under low-hanging fluorescent lights or any type of lighting. I think that this is a rather remarkable development, and you will probably see more of this use being made with various types of equipment.

The Copease was one of the first machines produced under the German patents in this country.

3. CORMAC has come out with a V-shaped book-printer. This is the first book-printer that you will find on the market where you can be sure of margin-to-margin printing. Also, Cormac has placed on the market a piece of equipment called the Cormac Senior, which is one single compact unit allowing you to do both your exposing and printing in the same unit. By the way, this is also true with the Copease, which we mentioned earlier.

The Cormac Senior sells for $419.00. The Cormac book-printer sells for $139.00. This probably will have its most important use in the libraries.

4. EASTMAN KODAK has come out with a Kodak Verifax Copier which will now copy up to 8½ x 14″. If you remember, previously, their Verifax could copy only to 8½ x 11″. There is one feature about the Verifax (which is also true of the Photostat Corporation's Instant Copier) and that is that you can make up to four or five fairly good prints off of one matrix. And, since the matrix paper costs approximately 8¢ and since the paper on which you transfer from the matrix

is practically free (I believe that you can use any unbonded C sulfite paper with good results, and I think that you can get the sulfite paper for as little as $3.50 to $4.00 per ream), your cost per copy on four or five good copies off one matrix is very low.

5. THE PHOTOSTAT CORPORATION has come out with a new Junior model, as well as a machine called Model Expediter. The Model Expediter has eliminated the need for washing the prints. They have developed a method of developing and fixing to eliminate the washing. However, they do not promise a permanent copy with this Model Expediter, but, rather, they have designed it for use where you need a quick copy and do not intend to use it permanently. The Expediter can be adapted to accommodate three different subject holders: It will copy cards, miscellaneous originals within limits, and also film in cut, mounted or reel form; and these subject holders can be purchased as accessories and be put on the machine very simply. The Expediter comes on heavy-duty rubber wheel casters and can be moved to the point of use without any trouble.

6. The REMINGTON RAND people have come up with a 27″ throat transcopy machine, which means that you can copy anything up to 27″ in width and any length with their machine. Also, they have developed a new paper and a new chemical giving, in my opinion, a clearer, whiter, and faster-drying copy.

7. The THERMOFAX department of the Minnesota Mining and Manufacturing Company has come out with a new machine called the "Secretary", which is a desk model Thermofax unit copying in only four seconds. This "Secretary" delivers at $389.50. I certainly recommend that you investigate this "Secretary" to see whether or not it will copy your record. The Thermofax process is a dry process depending upon heat transfer from the original copy to the sensitized paper. It will copy only that material on your original which has a carbon or metallic content. In other words, it will copy typewriting very well; it will not copy black ink, but it will copy India ink. It will copy pencil beautifully. For a detailed description of what the Thermofax will do, see the AACRAO publication, *Machine Equipment for Efficient Office Operation*. The Thermofax is the only true dry photocopy process on the market that I know of.

The general office equipment was discussed briefly by Mr. Endicott Batchelder (University of Pittsburgh). He recommended that all Registrars take every opportunity possible to attend machine equipment shows held annually in major cities by various business organizations. An example of a mechanical envelope opener bought by his office for fifty dollars was cited as having been a time saver and at the

same time provided a morale builder for the office far beyond the purchase price.

Other items of smaller equipment adaptable to Registrar's offices that were discussed briefly are: folding machines, envelope sealers, postage meters, machines for separating continuous form paper, bursters to separate each form from the others which have been run in continuous form, semi-permanent storage files, and open shelf filing.

Attention was called to the monthly publication "The Office" as a good source of information on machine equipment in addition to the publications listed on page two of the AACRAO publication *Machine Equipment for Efficient Office Operation.*

This session also provided an opportunity for the Machine Equipment Committee to obtain suggestions for their future work and revision of its 1954 publication. Among the specific suggestions offered by the participants were:

1. Maintain present format and list new developments of equipment, particularly trends.
2. Outline any instances in which equipment currently in use can be used more efficiently. List the present users and owners of equipment.
3. Make an evaluation of the equipment and recommendations for use.
4. List any hidden costs of the equipment; for example, in IBM the operator's salary and so on.
5. Make a list of people using types of equipment by geographical locations so that interested personnel could correspond with them—what functions are being used, what procedures, what technique, etc.
6. The pamphlet might be further extended to cover the use of forms and systems in addition to equipment, such as snap-out forms, etc.

V—College Catalogs and Promotional Materials

C. O. WILLIAMS

I. WILLIAM F. ADAMS (University of Alabama): Who Should Edit College Promotional Materials?

In *Curiosities of Literature* it is written, "It is a wretched waste to be gratified with mediocrity when the excellent lies before us." The excellent does lie before us in a few college and university catalogs and bulletins, but the mediocrity does a great job in obscuring the excellent. The catalogs and announcements that should be the college's principal selling tools and that should exemplify what is inviting and readable and interesting are in fact dull and amateurish. Whose problem is this? It is certainly one for the administration. Who is to do the job? My answer is that it must be "the man of action"—the Registrar or the Admissions Officer. Henry Weaver has made an observation on "Action"—"Between the great things we cannot do and the small things we will not do, the danger is that we shall do nothing." My man of action—the Registrar and Admissions Officer—does many, many small things, many, many great things, and can never be accused of doing nothing.

No other person receives the questions you receive and certainly no other person has the experience and knowledge to know the language in which to answer these questions. No other person is better informed, or can draw from such a vast store of information—information which is in your possession—to give an honest, clear, concise picture of your institution. You know what is needed and with this knowledge you are in position to put out materials which can represent your college everywhere. You are the man to handle the publications with a decent restraint, a respect for the material used, and for the permanent character of the institution. Understanding is more effective than boasting. You can be accurate and give balanced statements on all phases of your institution.

Opponents may and will say that you are not the best trained for this work and that you do not have the time. Time is of importance but "My Man of Action" can always find the time. As to the training, do not overlook the fact that reputable publishing and printing firms have competent advisers who are always available to you. You should have your entire publication program under your supervision—

then you are in the position to make each publication effective in that you realize the purpose as determined by the audience it is to reach. In the publication area we have a very heavy responsibility. We have obligations to our alumni, our patrons, and our prospective students. With our sister institutions we must be academically trustworthy. We must be honest with ourselves. Again—in this area, as in all other phases of our work, we have a heavy responsibility. I state emphatically—WE DO ASSUME THAT RESPONSIBILITY!

II. Floyd W. Hoover (University of Nebraska): How Can One Evaluate the Effectiveness of Promotional Materials?

If students come in droves, the thought that the lyric style and eye-stopping pictures employed in promotional materials—and catalogs fall into this category—are responsible is comforting indeed. But the naked truth is that other factors, such as a strong faculty, may also have been responsible for the influx of students. The birth rate, too, may have something to do with it.

Every registrar should ask himself, when he is planning promotional materials, "What purposes are these to serve?" "To whom am I addressing them?"

If one can judge from catalogs especially which were issued as late as ten years ago, their primary purpose was archival. They certainly were not meant to be read by ordinary citizens, and I don't think they were read with understanding by the faculty, either, because so few faculty members seemed to know the content. Our own catalogs were monuments of ambiguity, I am quite certain by design, because the more obscure they were the more elbow room the professor had for teaching what he wanted to teach. Who could prove he wasn't following the course write-up? Some time ago I proposed to our faculty that we get out two catalogs: One for circulation among the brethren just to prove we can write as obscurely as anyone and another one which would tell a student how he can get into a college and then how he can get out with a degree.

We concluded three years ago that the official minutes of the various faculties and of the University Senate would serve adequately the archival purpose. We concluded, too, that students have a stake in university publications, and therefore publications should be functional from their point of view. We felt that a sizeable number of man hours of time and effort could be saved if catalogs could be so

written that students could plan their own educational careers. Wouldn't it be sensible if we spelled out in the simplest possible English, compatible, of course, with precision, the requirements for admission, the requirements for graduation, and the essential "do's" and "don'ts" for staying out of academic and other troubles?

Just one example, please. This is the write-up for a course designed for freshmen.

> "1. *General Entomology*
> Introduction to the morphology, physiology, taxonomy, ecology, life histories and control of insects."

Now really! Except for the clue word "insects", for all a typical freshman would know, this course might have to do with undertaking. I submit that any freshman who can define without faltering "morphology", "physiology", "taxonomy", and "ecology" doesn't need the course, and furthermore, he ought to be given the credit.

In our initial translations, we committed a major act of heresy. With a good many misgivings, we decided to personalize the catalogs. Instead of addressing an abstract student, we wrote the second person, "you". As you might surmise, we received outraged protests.

In writing these materials we had foremost in mind the student. How can any materials be effective unless they can be read by the consumer who is, for the most part, the student? That leads us to the question of how well students and prospective students can read.

There are several approaches we could have used. We could have applied the Lewrenz formula for reading level. We could have applied the one recently developed by Flesch. We could have used services like the one offered by the National Project in Agricultural Communications to determine readability. What we did do was to ask neighbor children to read. When we got the level down to the point where most sixteen-year olds could read the materials with something like ease, we felt we had arrived.

On the face of it, perhaps we appear a little ridiculous in our anxiety to produce promotional materials which are geared to sixteen-year olds. Actually, I do not think we are anything of the sort. In the first place, we have entering students who read no better than ninth-graders. In the second place, we like to think that a large amount of these materials will reach the hands of high-school boys and girls. I like to think, too, that if we are sufficiently skillful, perhaps high-

school boys and girls will read them and even begin to think about admission requirements then and not after they arrive at the University of Nebraska.

III. WILLIAM G. BOWLING (Washington University): Are College Catalogues Like Cantaloupes?

Dr. Samuel Johnson once observed of *The Rehearsal,* a rather popular comedy of his day: "It has not wit enough to keep it sweet." But quickly remembering that his public expected him to speak in words more rounded and mouthfilling than these, he pulled himself together, and added: "It has not vitality enough to preserve it from putrefaction."

The appropriateness of this observation, and particularly the significance of the words, *sweet, vitality,* and *putrefaction,* will become increasingly apparent as we proceed with this discussion of cantaloupes and college catalogues and minimum essentials.

There was a time, and that time was not too long ago, when the cantaloupe was a succulent melon, with a sugar content high enough to make it delectably sweet. But by the very reason of its sweetness, the cantaloupe had a tendency to spot and spoil when shipped to distant markets. So those who are specialists in the eccentricities of the muskmelon family set about experimenting on the cantaloupe to see what they could do about improving it. And we all know the results of these well-intentioned efforts to improve the cantaloupe: the specialists in the science of muskmelons have succeeded in giving us cantaloupes that reach the distant market both outwardly and inwardly sound, but this new vitality which preserves the cantaloupe from untimely putrefaction has deprived it of much of its original sweetness.

Like the cantaloupe before it, the college catalogue is nowadays also the subject of experiment, undertaken in the hope of improving the product. The differences in purpose, however, giving rise to these experiments are almost as illuminating as the results. The need, for instance, to experiment on the cantaloupe was more real than imagined. The melon had to be given a vitality that would permit it to withstand the rigors of shipment to distant markets. On the other hand, some of the noblest experiments to which college catalogues are currently being subjected arise more from notions that are imagined than from needs that are real. There is, for example, the

disturbing notion that college-bound students, as well as other supposedly literate segments of our society, must have their reading made simple and easy and accompanied by pictures; and there is, also, the curious revival of the long-ago discredited philosophy[1] in accordance with which the catalogue is imagined as the chief promotional publication of Academe, designed to sell the the educational product which the particular college or university has to offer. But efforts such as these to improve the catalogue by downgrading it for easy reading, or by transforming it into a sales publication, are accompanied by results intriguingly antithetical to what happened to the cantaloupe, yet equally unfortunate. The experiments on the cantaloupe which gave it a new vitality took away much of its original sweetness. The experiments on the catalogue which give it too high a sugar content take away its vitality and encourage putrefaction.

But there are other similarities and differences between the cantaloupe and the college catalogue. It was, by and large, the specialists in the science of muskmelons who conducted the experiments on the cantaloupe. But is not, for the most part, the traditional specialists in college catalogues who are experimenting most actively on these publications; it is, by and large, the new order of public relations officers, or advertising experts, or off-campus commercial agencies of one sort or another, or certain top academic officials who accept advice without digesting it. And yet, to give all such well-intentioned little devils their due, we must admit the possibility that perhaps some of our time-honored specialists in catalogues may themselves have been the cause of this urge to experiment in hope of improving the product. For there must, here and there, have been a dean, registrar, admissions officer, or other traditional editor of the college catalogue, who demonstated too great an alacrity to sink into the quiescence of Browning's *Lost Leader:*

> We shall march prospering—not through his presence;
> Songs may inspirit us—not from his lyre;
> Deeds will be done—while he boasts his quiescence,
> Still bidding crouch whom the rest bade aspire.

But the question should now be asked: What is it that gives a college catalogue its vitality? It can, I believe, be said that a college cata-

[1] See, for instance, *Eighth Annual Report of the President and of the Treasurer,* Carnegie Foundation for the Advancement of Teaching, New York, October 1913, pp. 111-124.

logue derives its vitality from the appropriateness, the completeness, and the quality of its subject matter, and the effectiveness with which that subject matter is organized and presented to the reading public.

IV. THOMAS A. GARRETT (St. Michael's College): Critique of Current Catalogue Practices.

It was the function of Mr. Garrett in the Workshop to lead off in the discussion. He emphasized that the catalogue serves somewhat as contact between the institution and the students and sometimes with other agencies, such as the Veterans Administration. He also indicated that conflict between academic personnel and public relations officials frequently produces a catalogue that does not serve either function effectively.

The audience participation brought several points of view into the open:

a. The index of most catalogues could be greatly improved.
b. Not many institutions favored the use of photographs except perhaps on the cover or as a frontispiece.
c. Many registrars question the value of extremely wide-spread distribution of the catalogue. The consensus favored rather unlimited distribution of a preliminary bulletin and confining the catalog to students on campus or about to be admitted.
d. About one-fifth of the institutions represented publish their catalogue biennially, several who had done so have returned to annual publication.
e. Several institutions have reduced the length of course descriptions effectively but it was pointed out that reduction should not go so far as to destroy the meaning of such descriptions.
f. The school's history and philosophy should be compressed to one or two pages.
g. Little value is found in listing students and graduates.
h. Opinions on what to do with the faculty list ranged all the way from leaving them out entirely to the fullest description. This is one area in which institutional individuality will probably be expressed.
i. There was some sentiment for explaining the abbreviations used in catalogues and then making the abbreviations on transcripts similar to the catalogue list.

VI—Techniques of Evaluation of Foreign Credentials

WILLIAM H. STRAIN

The materials presented here are an abstract of the papers presented and the discussion which followed.

I. What are the Most Helpful Reference Materials for Use in Evaluating Foreign Credentials? J. RICHARD TOVEN, Assistant Dean of Admissions, New York University

Mr. Toven recommended a number of reference materials including the excellent and authoritative pamphlets produced by the U. S. Office of Education and available at a nominal price from the Superintendent of Documents at the U. S. Government Printing Office.

As working tools covering school systems and universities of the whole world, he particularly recommended the following three publications:

Martena Tenney Sasnett. *Educational Systems of the World, Interpretations for Use in Evaluation of Foreign Credentials.* Los Angeles: University of Southern California Press, 1952

M. M. Chambers. *Universities of the World Outside U. S. A.* Washington, D.C., American Council on Education, 1950

Handbook on International Study, 1955. New York: Institute of International Education, 1955

II. What Allowances Should be Made for Differences in Educational Organization and Philosophy? CLARA H. KOENIG, Assistant to the Dean of Admissions and Records, University of Minnesota

It is frequently pointed out that there is greater selectivity in the school systems in other countries than there is in the United States; that the early differentiation of vocational and non-vocational students indicates greater maturity in the children abroad; and that the early introduction of foreign languages in their programs is an indication of superiority.

These factors all have merit. However, they also have disadvantages. The necessity of a child's selecting his vocation or profession at age 11-12 frequently results in maladjustment and great unhappiness in later life, owing to a choice that was made when he was still too immature, and which later proved to be the wrong one.

The factor of greater selectivity is not to be considered too seri-

ously, inasmuch as it is for the most part based on economic considerations rather than on the mental capacity of the pupil. Moreover, the rigid system of examinations, which calls for intellectual agility and memory work as against actual ability, results in the survival of a few at the expense of the many, and is not conducive to raising the general level of intelligence, the basis on which rest the elements necessary for the preservation and furtherance of democracy.

The acquisition of a foreign language has been shown to be a skill, not a measure of mental ability. The earlier the pupil is introduced to it, the more easily he will learn it. Educators in the United States, which is becoming aware of the necessity of having its people know the languages of other peoples in dealing with them throughout the world, are engaged in a movement which is gaining rapid momentum, namely, the introduction of foreign languages in the courses of study in the elementary schools.

None of the factors described above means that one type of education is superior to another, or to that in the United States. Systems in other countries are different from ours, and this should be recognized, but not at the epense of our own educational values. Since it is agreed by psychologists that the basic elements in human nature are the same everywhere, and that adolescents in other countries are no more eager or apt to learn than are ours, a realistic appraisal is needed in every case, so that the various systems may be reconciled as nearly as possible. There is an increasing awareness on the part of educators in other countries that their systems have defects, and that ours has some virtues; and they are beginning to recognize the products of our system on a basis of greater equality than formerly, especially in the admission of our students to their institutions of higher learning.

III. How Can We Evaluate Foreign Student Secondary School Records and Certificates? CATHERINE RICH, Registrar, Catholic University of America

A complete educational history of the applicant should be secured, including date of birth, to determine if a student is eligible for admission at the educational level sought. Language proficiency should be determined before entrance. A student not sufficiently qualified to follow courses conducted in English should be referred to a program of training in English for foreign students.

Official documents must be required in all cases. Letters from

teachers, friends, or other persons should not be accepted in lieu of such official documents. Student record books should be regarded as supplementary evidence and not as official transcripts. Where original documents cannot be secured a student should furnish complete *curriculum vitae* with detailed information and notarization.

It is absolutely necessary for the admissions officer to determine if the institution can take care of the needs of the applicant and to determine if the student is qualified as far as prerequisites are concerned. He must also be familiar with educational systems in various countries and especially with the educational level at which a student is eligible for university matriculation.

Evaluations should be careful and unhurried analyses, even if time-consuming. Disregard pressure for quick evaluations.

A record of all foreign students admitted, with information as to country of birth, institution, level of education completed, credit granted by admitting institution and performance in institution should be kept to form a library of foreign student records for future guidance.

IV. What Are the Foreign Student Evaluation Problems of the Smaller Colleges? ALICE M. BOVARD, Director of Admissions, Sarah Lawrence College

Eighteen foreign students in four years in a student body of three hundred and fifty have given us some experience in the difficulties of credential evaluation.

First: The information we can get about a student's competence in English has proved insufficient. When we have time to send and receive our own application questionnaire, we have more data than when we depend on dossiers assembled on other forms. No English competence tests for use abroad have become generally available.

Second: A foreign student's personality may be crucial in her success or failure. Unless the person interviewing the student or writing about her knows the college environment in which she will function here, his estimate of her personality is suspect.

Third: A small college cannot build up the required experience with a single country or university educational system so that accurate evaluation of credits can be made before the student comes to America. We therefore postpone classification until after the first semester reports at Sarah Lawrence College. A French student with 90 semester hours of credit as recommended by the Institute of Inter-

national Education was arrogant, critical, practically unteachable during her first three months. Then her attitude changed drastically as did her command of English and the faculty unanimously recommended her for the A. B. degree in June. A Korean student, now in college, had an out-going, sympathetic personality which endeared her to students and faculty. Because of great difficulty with English, she did less than freshman work her first year, although she had a Korean A. B. Now, her English competence has caught up with her intelligence and she is doing excellent junior work. It may be hard on the foreign applicant to postpone classification, but in the long run, with us, at any rate, it may do her a service, for she may be able to qualify for more advanced standing than wary evaluators would be inclined to give in advance.

Fourth: In a small college, if the Director of Admissions does the foreign credential evaluation, his other duties of interviewing and selecting students, acting on the committee to evaluate the work of American students, handling scholarships, etc., may interfere with his giving the necessary time to mastering the complicated tools of foreign credential evaluation. It may be sounder in some cases to entrust this to a faculty member who will take time to make himself an expert in the use of reference material and who will carry through more systematic meetings with the foreign group throughout the year.

Discussion

At the close of the papers the chairman called attention to sample copies of a *Handbook on International Study, 1955* which had just been published by the Institute of International Education. He also arranged for distribution of duplicated material prepared by the several panel members. One article, largely the work of Mr. Strain, was a 20-page paper entitled "Do-It-Yourself Evaluation of Foreign Student Credentials." A seven-minute intermission was taken while people picked up these materials and visited with one another.

When discussion was resumed, Dr. Herman A. Spindt, chairman of the Committee on the Evaluation of Foreign Credentials of AACRAO, on request of the chairman of the panel, made a statement regarding the proposed establishment of an Advisory Council on the evaluation of foreign credentials. (The establishment of this Advisory Council was authorized at the business session on Thursday morning.)

Mr. Bruce Keller of the University of Arkansas raised the question of the admission of students from India to graduate schools in the United States. It was the consensus that the Bachelor's degree earned in India was not sufficient for that purpose. Mr. Robert Tschan of Pennsylvania State University suggested the possibility of accepting such candidates with a considerable undergraduate deficiency.

Dean Phelps of the Graduate School of Harvard University requested information as to whether any effective tests to establish a foreign student's knowledge of English had been developed for use in other countries. The test used experimentally by the College Entrance Examination Board was reported as having been discontinued due to the expense incident to its administration. The Lado test and other tests were mentoned, but no specific information concerning the use of them abroad was known by participants in the discussion.*

A general discussion of screening methods used abroad, including English proficiency, financial status, health, and personality traits was initiated by Mr. Donald Shank of the Institute of International Education. It appeared that all methods have limitations, it being the general experience of those concerned with the admission of foreign students that poorly prepared candidates require special teaching after arrival.

The question was asked whether or not a student who had taken work abroad but had not completed it in the sense of having passed examinations in it, was permitted to take examinations for credit after registration in an institution in the United States. A number of institutions reported that this was a possibility.

A discussion arose as to whether evaluations should be conservative or liberal. It was pointed out that in the case of medical students it is especially necessary that they should be conservative, the reason being that the practices concerning the registration of doctors in many of the states in this country are extremely conservative. Experience has shown that foreign-born medical students frequently remain in the United States to practice their profession and need therefore to be placed at a level that will permit them to meet all requirements for licensure in states of this country.

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* For a report on use of the Lado test abroad in 1954 see Robert Lado, "English Proficiency Certification Abroad," *Journal of Higher Education*, XXVI (January 1955), pp. 41-4. This article was reviewed with reproduction of some statistics, in NAFSA *Newsletter*, VI (April 15, 1955), p. 11.

VII—Special Reports from the Records Office

IRENE M. DAVIS

INTRODUCTION

The purpose of this panel is to consider those reports which our offices are asked to make or which we initiate, whether they are to be completed within our own walls or in co-operation with other institutions. An attempt will be made to develop the idea that special reports assist our institutions in matters of policy as well as in matters of procedure.

WHAT CONTRIBUTION CAN SPECIAL REPORTS MAKE TO THE ADMINISTRATION OF A COLLEGE OR UNIVERSITY?

Alfred D. Donovan, Vice-President
Seton Hall University

At the Seventh Annual Meeting of this Association, thirty-nine years ago, Nicholas Murray Butler, in an address of welcome, had this to say: "One of the least understood questions in the world is the question of the administration of anything. Curiously enough, it comes last and not first in the development of activities and institutions. All of man's collective activities, whether they are social or political, economic or educational, are far in advance of the administrative procedures necessary for their wise and frictionless progress."

In the four decades which have passed, administration in all fields has made great progress, but one doubts that this progress is as great in the field of educational administration as it is in the fields of business and industry. Although we teach students to search out the truth, we often make the mistake ourselves of accepting without question "folklore" of higher education.

The functions of administration include at least the following: analyzing, appraising, planning, staffing, leading and co-ordinating. In each of these functions there is a need for information. The records offices of our colleges and universities have the necessary information, but it can be made useful only if it is collected and interpreted.

The functions of administration are always difficult to perform, but difficult as they have been, that is as nothing to what lies ahead.

Every institution, in the next few years, will have to make important decisions. Many institutions are already under financial pressure, and even if the number of their students does not increase, will find it difficult to finance their operations. Some institutions will not wish to increase their size. Other institutions, of their own volition or because of pressure, will expand, possibly even to the extent of doubling their student bodies. They will have to concern themselves with the construction of buildings and the extension of their educational services. This situation seems to call for a study of admissions procedures such as many institutions have not made in the past. The pattern of education in high schools has radically changed in twenty years and is probably going to change more radically in the next twenty. For a college to plan wisely, reports on admissions should be made in considerable detail, so that the academic program can be adapted to the needs of students who are admitted.

The problems which we will face in the years of expanding enrollment may be solved intelligently if we have information on which to base our criteria of admissions, programs of counselling, courses of instruction, physical facilities, etc. We need to know what our mortality rate is, and if possible, what the factors are that bring it about. We need to know how much importance to attach to class size. We need to know how efficiently we are using the space we have. In many cases, special reports addressed to these problems need not be elaborate, and the registrar should not excuse himself from attempting them because he lacks access to accounting machines. The value of special reports to a particular institution will depend, not upon how many there are or how complete they are, but, in the final analysis, upon the extent to which they are used by a particular institution to better its operation.

WHAT IS THE RELATIONSHIP OF SPECIAL REPORTS TO CO-OPERATIVE RESEARCH?

True E. Pettengill, Recorder
University of Minnesota

Registrars are continually called upon to furnish information to agencies outside the institution. Some requests are simple, well defined and easy to answer; others may involve more attention than one can give with the existing staff. When the latter situation occurs, top

administration must decide whether or not additional funds are available to permit co-operation in the project.

The present dilemma of increasing enrollment and increasing costs may increase the number of co-operative studies designed to explore the many unanswered questions in all areas of educational administration and of teaching. One of the motivating factors for this increase will be the 1955 White House Conference on Education, provided for by the 83rd Congress as the result of President Eisenhower's request in his State of the Union message last year. Educational associations at the national and state levels are studying the problems, as are groups from business and industry. Newspapers and periodicals have conducted their own surveys, and nearly every college and university is making some survey of its own operations and resources.

Much of the data basic to all of these studies resides in the offices of the registrar and admissions officer. Since the studies will be only as valid as the data upon which they are based, there is an obvious need for accuracy of reporting and alertness in making suggestions. It is also obvious that the institution which co-operates in a study should have the benefit of the results within a reasonable period of time. It would be ideal if everyone completing a research study would give some thought to the distribution of the results. It would also be ideal if studies could be finished, once they are started. Much time can be wasted if data are collected and never put to good use.

Because registrars are active participants in these co-operative research projects, they are generally the first recipient of the results of these studies and have a unique opportunity to analyze them in terms of institutional needs. The service that one can provide in transmitting these studies, with comment, to campus administrative officers is fundamental to their maximum usefulness.

* * *

Reference was made to the project conducted jointly by the U. S. Office of Education and the AACRAO, on the subject of student retention and withdrawal. The Chairman called attention to the fact that a progress report on the study would be made at a later session of the convention.

WHAT SPECIAL REPORTS SHOULD BE MADE TO HELP IMPROVE ADMISSIONS PRACTICES AND PROCEDURES?

Robert L. Taylor, Registrar
The City College, New York

A registrar who is also director of admissions will naturally be vitally concerned with studies in this area. In an institution where the registrar and director of admissions are co-ordinate officers, close co-operation between the two is not only desirable, but necessary, if decisions about admissions policy are to be based upon facts and not fiction.

Basic and continuous studies should deal with the validity of admissions criteria, both qualitative and quantitative. An institution may find that it has been giving undue stress to certain areas. This can be revealed, not only by a study of one's own students, but by an occasional study of practices elsewhere. Where heavy emphasis is laid upon high school standing, one should know something of the performance in college of the students from the various feeder schools. Colleges might give attention to what some people call "dead wood" applications, and others call the "September no-shows." Special reports should also be made from time to time on the areas of advanced standing admissions and on the question of admissions to professional schools.

In recent years, the problem of the mature student who lacks a high school diploma has come into prominence. Schools which have made special provision for the admission of such students have come to the conclusion that one can frequently dispense with some of the time-honored approaches to admissions as they relate to entrance units. Follow-up studies are also helpful with respect to special groups of students, such as scholarship holders and athletes.

The admission of foreign students represents a problem in more ways than one. Some of the larger universities have been able, on the basis of their own experience, to prepare handbooks on evaluation procedure and have also given a helping hand to other colleges which are not so fortunate in this regard. Our own Association has under consideration the possibility of a special publication on this subject to help registrars and admissions officers. Furthermore, most of us are no doubt familiar with the publication "Educational Systems of the World" prepared by Martena Sasnett in 1952. Our Middle States

Association of Collegiate Registrars and Officers of Admission has had a special committee working on this problem for several years. Each Admissions officer in his own college will find it fruitful to conduct follow-up studies on the scholastic standing of foreign students.

The Committee on Special Projects of the AACRAO has rendered a valuable service to registrars and admissions officers in its special Report on Credit given by Educational Institutions. Most of us have been troubled from time to time about how to evaluate the records from colleges, junior colleges, or institutes that do not appear on the listings of regional associations. Although the AACRAO does not set itself up as an accrediting agency, nevertheless, this booklet provides an excellent exchange of information among members of the Association, and attempts to help us meet some of our advanced standing evaluation problems.

As an example of co-operative effort, one may cite the plan which has been adopted by the four municipal colleges of New York City—City, Brooklyn, Hunter and Queens—all of which operate as independent colleges even though they are controlled by the same Board of Higher Education. The registrars of the four colleges, acting as a committee, have achieved some degree of uniformity in admissions procedures and also have eliminated multiple filing of applications to the four colleges. They have also, from time to time, prepared special joint reports on admissions procedures and statistics for the information of our Board of Higher Education.

There are so many areas of exploration in the field of admissions that only a few can be mentioned in this outline. The number of studies that can be made at an individual college depends upon the time, energy and abilities of the registrar and his staff.

WHAT ARE SOME OF THE SPECIAL REPORTS THAT HAVE BEEN RECENTLY PUBLISHED, PLANNED OR PROJECTED?

Harvey Hall, Registrar
Stanford University

It seems appropriate to mention first the excellent work which is being done by our own national organization. The annual Report on Credit Given within the various states is one of the most valuable reports. The recent report on Machine Equipment for Efficient Opera-

tion is not only a good summary, but a good example of research conducted on a co-operative basis. The same may be said of the report of the Committee on Secondary School-College Co-operation. The latest report is the one published by a committee of the Association under the title "Professional Training Recommended for the Registrar and Admissions Officer."

Something has been said about work being done concerning the credentials of foreign students. A great deal has been done by the United States Office of Education, by the State Department and by others, but with the greater and greater exchange of students which is going on among countries, it gets to be a more pressing problem with large and small institutions. Our organization now has a proposal for a study which might take the form of something like the Report on Credit Given by Educational Institutions. Certain institutions might concentrate on certain countries and develop a co-operative guide which all could use.

Another study which has been discussed in a preliminary way and which would be extremely valuable is on the subject of space utilization. There may also be a need for a hand-book which would serve as a guide for an institutional evaluation.

One of our speakers this morning discussed the rising tide which will lift all the boats. It may be, however, that the rising tide on the Pacific will not be the same as the tide on the Atlantic, and it may develop that regional studies of enrollment trends are needed to supplement the very fine national study which was published last year by our Association. One local study has been done by a member of this Association, Mr. Alfred Thomas, of Arizona State College at Tempe.

The other studies have to do with the proliferation of college courses, opportunities for gifted children, the factors which make for success in college and, as has been brought up several times before, the problem of retention and withdrawal. The latter is especially important, because there may be the temptation, with larger numbers of students pounding upon our doors, to ignore those who drop out and say "Well, let them go; there are too many others that want their places, anyway." But of course, this is not the solution. The social loss is still there, and we should find out, insofar as the resources of our institutions enable us to, what we can do about it, what happens to these people, and why they come and then disappear forever.

Returning to the problem of space utilization, it seems proper to stress it here because this is usually a responsibility of the registrar. In the state of California a study is now under way to determine how the whole state can best meet the anticipated needs.

The registrar's role in contributing to the solution of these problems is very clear. First of all, it begins with the fact that a registrar's office is a storehouse of information. There is a real opportunity to exercise initiative within the resources of our institutions. It is also an opportunity to do more than carry out the less important clerical parts of one's job. The registrar has a responsibility within each of our institutions to furnish data in clear and usable form which will enable our presidents and faculties to take constructive action in solving the persistent problems of education and the great new problems of the future.

DISCUSSION

A lively discussion lasting for one hour may be briefly summarized as follows:

1. Small studies directed to a particular problem may have great value.
2. Studies of the quality of students admitted and rejected, the performance of certain groups in college, distribution of grades, etc., should be made for the faculty. Close co-operation between the administrative officers and the faculty is essential, and a common body of factual knowledge is a prerequisite to such co-operation.
3. Studies should be made of the alumni of an institution in an effort to discover how well the aims and purposes are being realized.
4. A thorough-going study of the institution's catalogues is needed from time to time, to see whether published statements agree with life on the campus.
5. Studies of class size, space needs, the allocation of space for special-purpose activities, etc., will be required, and registrars should already be at work on these problems. It was suggested that AACRAO might provide individual registrars with assistance in carrying on studies of this kind in their own institutions. One member of the panel was asked to make a specific recommendation to the Executive Committee that this be done.

Symposium: Student Aid and Orientation

(Stenotypist's Transcription)

DR. WILLIAM B. COPELAND, Director of Admissions, Williams College:

The panel we are about to listen to is on Student Aid and Orientation. Now, I don't mean to imply that there is any direct relationship between student aid and orientation. I do think it would be very well if we could orient people a little more in regard to the fundamental principles of what scholarship aid is all about. I think I will have to admit that perhaps it is somewhat presumptuous for three admissions officers to be up here after having heard about the terrible mortality curve from Mr. Iffert. Furthermore, I suspect that the three institutions represented here still have fairly full catalogues. I am glad to note that at least Bowdoin and M.I.T. ran interference with a few comments representing New England, and I hope that what my two cohorts have to say will be of interest to you people.

We are going to start out with a discussion on student aid. I have been doing admissions work now for quite a number of years and, frankly, I think that one of the pictures which has changed most markedly, other than the increase in number of applicants, is perhaps a better understanding of the student aid problem, and this has still a long way to go, but I do think that we are on the right track. In other words, I think it is high time we all came to an agreement that student aid should be based on the ability to pay as the primary criterion.

Mr. Dickerson, the Director of Admissions and of Financial Aid for Dartmouth College, is going to be the first speaker on student aid. I will let you in on a secret, however, before he starts, and tell you that this year Mr. Dickerson is pinch-hitting as the executive director of a trustee planning committee, so that as you look at the panel, if you get the impression that Mr. Wilson and I are about to collapse, it is because we have just been through the mill of burning the midnight oil trying to sort a rather large number of applicants into categories where we could accept some and had to say "No" to others who were also well qualified. In other words, I don't believe that any college could offer a more trying experience for admissions

officers than the day after your letters have been put in the mail. We feel as though we are sitting on the top of a powder keg and the Lord knows where we are going to end up. Mr. Dickerson, however, has been sitting on the outside looking in with a certain little grin on his face this year because he hasn't had to face quite as many trials and tensions and pressures as he has in the past at this particular season.

It gives me great pleasure to introduce to you Mr. Dickerson, Director of Admissions and Financial Aid of Dartmouth College.

MR. DICKERSON:

Your work on the tidal wave has preoccupied us all with the future and we have also been preoccupied in these days with the metaphors of confusion and fission, with these other pregnant possibilities among which we are living, and, in those terms of the atomic metaphors, your tidal wave report has pointed out to us that the young atoms who are going to be exploding on our campuses in 1970 have already arrived and, in fact, are toddling around the American living room.

Among the many problems, stretching the atomic metaphor a little farther, that preoccupy us as the American educational pile approaches this critical mass, and the one we are talking about this morning, is the one of student aid. I hope you will pardon me for devoting myself largely to the generalizations and the common denominators, because in the student aid business, the diversity of our individual needs and resources and circumstances is so great that no one who would come before you on the student aid subject could present suggestions or recommendations for universal application as far as our individual practices and operations are concerned.

I think the important first thing for us to have in mind is that among the 2,000,000 people who are now in college, every one is the recipient of a scholarship. The boys who lie around the campus up in Williamstown in their pink Buick convertibles from Monday to Thursday and are out at Poughkeepsie and Bryn Mawr from Thursday to Monday, those boys are getting, even though their fathers think that they are shelling out the full cost for their education, along with the gasoline money, those boys are getting scholarships for just about half of the actual education which Williams is able to provide them in the shortening intervals between week ends.

The same thing is true of the young men at Amherst who commute daily to Northampton, and undoubtedly is true of the young scholars

from Hanover who Mr. Wilson complains overrun the Amherst dormitories on the week ends.

I think in that connection, and, parenthetically, in view of Mr. Radock's reference to catalogues and the amount of fact and fiction that there is in them, I would suggest that Mr. Wilson might be a little less troubled by visitors from men's colleges if he in his catalogue were a little less lyrical about the wonderful advantages of the close, not to say intimate, juxtaposition of Amherst, Mount Holyoke and Smith and the educational advantages they enjoy in sharing their music teachers and psychiatrists, their library books and their students. So you cannot blame a scholar from Dartmouth who is seeking to use the facilities of a well-endowed and well-equipped college like Amherst while he enjoys the educational facilities of the Smith College library on the week ends, and I think Mr. Wilson and his catalogue are to be blamed for any of the problems that he may encounter.

But to return to these people who are running around the campuses on scholarships, although they think and their fathers think that they are paying the full cost of their education, I think it is equally true among those who are from the tax-supported colleges that they, in turn, are receiving scholarships for a substantial portion of the true cost of their education, and the sooner this is recognized, the sooner we are going to get the scholarship aid picture into the focus into which Mr. Copeland suggested in his introduction it was desirable for us to get it. And until we make some moves in the direction of having those who are able to pay paying a larger proportion of the true cost of their education, the private colleges, at least, are going to continue to be in the somewhat harrowing financial straits that they are in in trying to preserve their quality and trying to give the necessary student aids to the students who really need aid and in trying to give decent recompense to their faculties.

It is possible that some of the publicly-supported institutions might themselves move in the direction of the ability to pay principle, which Mr. Allis of the College Board Colloquium last fall pointed out as the prevailing and dominating element in the American tax structure and therefore in American life.

Of course it is true that if income taxes support higher education in a given state, the citizen in the higher tax bracket might reasonably complain of double taxation, if his son, refusing to go to a state uni-

versity, were charged something approaching the true cost of his education, just because he could afford to pay.

In our State of New Hampshire, we wouldn't encounter that danger because our state is run on the "take" from the Rockingham Race Track.

Now, the problems of the present are substantial enough so that we ought to give a few minutes to look at them this morning, but there are some very encouraging developments in the area of student aid which are suggested by two very similar sounding words, Co-operation and Corporation. Now, the spearhead of the moving in of the element of co-operation to student aid is the new College Fellowship Service which was initiated this year by the College Board. You are familiar with that and the details of its operation and I won't dwell on them except to say that I think this is a tremendously significant development for the introduction of a common basis of student aid, which Mr. Copeland in his introductory remarks indicated, very properly, is the aim that we all have.

Now, this College Scholarship Service, if it develops to its logical conclusion, will result in the situation where a student who has financial need won't be expected to pay, toward his doctorate education, the same amount as a wealthier student, no matter what institution he may choose to attend; and that that institution's financial aid grants will therefore fill the gap between his family's contribution and his college expenses. The result, I think, may well be a greatly lessened use of financial aid as a means of recruiting, and a situation much more in accord with the principles of our institutions of higher education.

Now, very briefly, the components of our student aid programs in all of our institutions are three, and we use them in different ways and in different combinations—Scholarships, Employment, and Loans. I think in the time that is available here, the picture of where we used to be and where we are today in this operation is presented very well by the paper that Richard King of the College Scholarship Service, formerly of Harvard, gave at the College Board meeting earlier this month, in which he said, "In the good old days, the generous admissions officer passed out scholarships, the fatherly freshman dean assigned low rent rooms, the nice old lady in charge of the dining hall selected the new waiters, the lovable football coach rebated athletic fees, and the understanding treasurer granted low interest

loans to the rare student who applied for one. While these individuals usually exchanged Christmas cards, it can hardly be said that they co-ordinated their activities. Nor did they often think of embarrassing the student to the extent of asking for a family financial statement, even though they were sometimes uneasily aware that they were not offering help where it helped most.

"Now there has come into being an equally benevolent but harder minded individual called the financial officer."

Well, we administer our scholarships, let them go as far as they can go.

The other questions which we may have time to get your views on this morning—this was a panel—the use of the loan and the employment, is the area where probably we have the greatest diversity. On the question, "Should every man who gets a scholarship be required to work?"—that depends not only on your theory of financial aid but also it depends on the number of jobs that you have to offer.

We, for example, have in our small town a limited number of jobs and we have just decided to break up our dining hall jobs by the semester, so that we won't have the inequity, if there are two boys who need $1440.00, of having one of them get the scholarship and the $1440.00 job and the other one get a straight $1440 stipend. Those are the sort of questions we have on employment.

We have similar questions on the use of loans. Some institutions believe that every man should be required to take part of his assistance in the terms of a loan. Others offer loans but do not require a man to accept the loans, if he can, with additional employment or from other sources, get enough to piece out his budget. So there are differing views on that. But I think it is a fair generalization to say that, in general, colleges are using loans more and more as an integral part of their financial aid program, so that they may aid more people.

The acceptance of loans is not always eager. Mr. King, in the same paper from which I have just quoted, cited an instance when he was at Harvard of a student who was confronted with a substantial term bill and, when offered a loan to assist him with it, said, "Mr. King, I think I would rather not take a loan; I think I would rather just be in debt."

Well, to wind up these remarks and leave time for discussion, I borrow again from the King paper. No matter how we rationalize it,

we are still helping only some of the best of the needy. We are tolerant of the average college student only if he is a paying guest. I am not suggesting that we give scholarship support to the average college student. I would be happy to use grants in aid done up in loans, but I am suggesting that there is or should be room in the middle fifths of our college classes for needy students as well as our top fifths, a goal which all of us who have responsibility for financial aid in our institutions I am sure share.

MR. COPELAND: Rather than to open the door to discussion at this time, I think it is going to be wiser if we went ahead to the orientation aspect of the panel and then we will have time, I hope, for a few questions at the end. I would like to stress again the value that I think the College Scholarship Service is going to give us all in creating a better understanding on the part of the public as to what scholarships are for. I shall admit immediately that the term "scholarship" is a misnomer, because there was a time when the straight "A" student from the high schools could receive a scholarship regardless of his financial need back of it, and this has been changed in the trend that I spoke of in the first place, which to me is so significant and which has become increasingly more important in the past few years.

I will agree with Mr. Radock that our catalogues could do better, perhaps, in describing to the scholarship candidate a fair and justifiable budget, so that he has some basis to go on when asking for financial help. I also think it is extremely difficult to draw up a formula that can be applied to all cases to determine how much the family should contribute from the family income. This is the next step that the College Scholarship Service is going to approach, at least, the job it is going to tackle, after they receive figures next fall in regard to what colleges have granted scholarships to what boys and in what amounts.

We all know that there have been rather widespread variations in the amount of scholarship aid that has been granted to the same individual by different institutions, and I am one who feels very strongly that we should do everything possible to eliminate the size of the scholarship award as a criterion in terms of where the boy goes to college. We have just been through a large number of scholarship candidates for next fall and I can assure you that any scholarship committee is very interested in a candidate who writes and says that he is extremely anxious to go to your institution if he can work out

the financial problems, and I think likewise the scholarship committees look with a definite frown upon the candidate who writes and says, "I really don't know whether I want to go to college, but I'm going to go where I can get the best award." We have both types and we didn't help one of the latter type. They didn't give us any indication that they were interested enough in our particular institution over the boy who was interested in the institution and also had a need.

This is the sort of thing that I, myself, try to tell a student when I talk to him in the admissions office, and I think it is the sort of thing that all the high school guidance people should perhaps be aware of.

I might also commend to you the publication that Mr. Dickerson referred to, recalling the parts given at the College Board Colloquium last October. There was one day at this Colloquium allocated to the problem of scholarship aid, employment, loans, etc., and the publication has just been released within the last week. Those of you who are directly involved with this phase of college admissions will find these artices of value.

Our next speaker is Mr. Wilson, who, fortunately, holds the position of both Director of Admissions and also Dean of Freshmen. This is a very nice tie-up because he has the whole year to correct his mistakes. At least he can try to correct his mistakes during the year. I was wondering where orientation fitted into scholarships but I think now back to the talk of Mr. Iffert, which is still bothering me, about this terrible shrinkage problem, I now see that if we in the Scholarship Committees can do a better job in selecting our scholarship award winners, and if we who are responsible for orientation —and by orientation, I am speaking now pretty much to the adjustment problem of the freshman when he lands on the college campus —perhaps we can change some of those awful curves that I saw on his graph.

Mr. Wilson, I might also say, is a representative of a small liberal arts college located somewhere down in the Connecticut Valley. It is one of those institutions that does not have to put its address in the catalogue because it merely says it is located close to Smith and Mount Holyoke and it has had little difficulty with Williams in the November season. This is all he needs. It is my pleasure to introduce to you my friend and cohort, Mr. Wilson, the Director of Admissions at Amherst.

The Orientation of College Freshmen

EUGENE S. WILSON

OUR GENIAL chairman, with generosity characteristic of a colllege treasurer, has granted me fifteen full minutes in which to reveal to you the secrets of a successful orientation program for college freshmen.

In these remarks I shall remember how many different types of institutions you represent, each with its own particular clientele and its own peculiar problems. I shall try to talk about basic principles, for the figurative meaning of the word orientation is adjustment to basic principles.

Though some of my remarks will have meaning for commuter students, I am thinking primarily about those young men and women who leave home to establish temporary residence on a college campus. And I am going to say nothing about the most important orientation program in any student's life, the eighteen year program carried out by accident or by design in the home and in the twelve grades of school. Secondary schools, public and private alike, should do much more than they now do to prepare their students for the adjustments demanded by transfer to higher education, but since you are college administrators this is not the time to discuss the contribution made by secondary schools.

I am indebted to Leslie Moser for his timely report in the April issue of our Journal, a report which listed the chief problems of 1350 college freshmen in three different institutions. I know of no better way to open this discussion than to comment on the most important of these freshmen problems.

Problem #1, mentioned by 77.6 per cent of the students.

Will I be able to pass and make good grades in college? Each college or university somewhere in the literature or speeches of its orientation program, should remind all freshmen that marks are not the purpose of an education, in spite of what recorders, deans, and parents may say. Marks are symbols of time and memory, and a certain measure of one's ability to give each teacher what each teacher wants. Marks are the curse of modern education and have done more to stultify learning than any other single thing. High marks lead a student to believe, and often quite falsely, that he really knows some-

thing and poor marks, especially when accompanied by honest effort, blind far too many students to the talents they may have in non-academic areas.

The orientation period is the time to point out to all freshmen the simple fact that there are many different kinds of intelligence. There is intellectual intelligence, for instance, the kind that gives its possessor a certain facility in the manipulation of words and numerical symbols; the kind of intelligence schools and college reward with prizes and marks. There is social intelligence, the kind that enables individuals to work successfully with other people. And there is practical intelligence, the kind that helps an individual solve the practical everyday problems of life.

Colleges give no marks for social and practical intelligence, but life and the world of occupations do reward those who have these kinds of intelligence.

Students should be told again and again that individuals vary in the amount of each kind of intelligence they possess and that this variety marks difference, not inferiority or superiority. The boy with the I.Q. of 150 and all A's is not a better person than the boy with the I.Q. of 100 and all D's. They have different talents and should not be compared by teachers, deans, parents or students.

Remind your freshmen at the start of their college career that an honest failure does not close all the doors to life; it closes only one. Remind them, too, of your testing and counselling services and where these are located. Let one of your psychologists acquaint your students with the program you have to help failing students and what you are prepared to do to help those who fail to find a new outlet for their talents. You have a responsibility when you close the collegiate door to one of your students to open another door for him. Success in college has never been a requisite for success in life.

These suggestions will not eliminate student concern over marks, but they will help give students perspective on marks and human differences. Some students in their dark and lonely hour of failure will recall something from this program and will take heart to try again in another area.

Problem # 2 mentioned by 52 per cent of the students.

What courses shall I take that will help me?

Orientation week is the time to tell freshmen some of the basic facts of course selection.

The basic facts of course selection should be presented to freshmen in booklet form *before* orientation week and then these same facts should be reviewed *in* orientation week. The first fact to be mentioned is that each major or honors program has its own requirements for sequential courses and students should be familiar with these. The second fact is that certain graduate programs have their own required courses. The third fact is that some graduate schools (law and business) and many occupations have no course requirements. The fourth fact, and the one most ignored or misunderstood, is that a good liberal education has real vocational as well as avocational significance.

Students, and many guidance officials, need to be reminded again and again that though a liberal education prepares a student for nothing, it leaves him ready to be trained for hundreds of jobs. A liberal education, if it's worthy of its name, gives a student practice in reading, writing, speaking, and problem solving, skills that can be utilized in any kind of work.

What a student studies is not half so important as how he studies. I have been an occupational counsellor for sixteen years and in this time I have talked to many personnel managers. The experienced personnel manager is never half so much interested in what a senior has studied as he is in what the student has learned in whatever he has studied.

The most sought-after business schools accept students who have majored in physics or English as quickly as those who have majored in economics or business administration. The law schools show no preference for men who have majored in political science or prelaw subjects over Latin, geology, or philosophy.

With the exception of a few programs that have restricted sequential courses, I think the best advice on course selection that can be given all freshmen in orientation week is to take the subjects that interest them most, for by so doing they will be most apt to give their best effort. The value of any course is in the doing rather than in the knowing.

Question # 3 mentioned by 47.5 per cent of the students.

Will the teachers be understanding and friendly?

You might just as well tell your students in the orientation period that if they mean as friendly as their high school teachers the answer is "no!" There will be exceptions of course, but in general the answer

must be "no" for two reasons:

1. College teachers are too busy to have time to be understanding and friendly with many students, and *2.* college is a place where adolescents should be learning to stand on their own two feet, a place where students in their search for maturity begin to lose their dependency on friendly adults. The best teachers are sometimes those who in unfriendly ways force students to stretch to their limit, who refuse to do for a student what he can do for himself. Nice, friendly, understanding teachers can keep a student from discovering the simple truth that learning is very, very hard work, work done alone. The royal road to wisdom is not paved with gold brick courses, nor is it lined with the smiling, cheering faces of friendly teachers and kindly deans. Nice guys don't win ball games, etc.

If this news is too shocking for your freshmen to take in their first bout with college personnel, I see no good reason why you cannot present at an orientation session some good hearted, friendly understanding counsellor or retired faculty member who could be the warm front for the working members of the faculty.

Question #4 mentioned by 42.4 per cent of the students.

Will my finances be sufficient for me to stay in school?

I think there is only one good way to answer this question and that is to point out to the students that the greatest concern of teachers is "will I be able to afford to teach much longer." And that is no joke, son.

Orientation week is the time to let students hear from the head of your financial aid bureau. He will explain the services of the bureau in such a way that indigent students will seek these services when in need.

Question #5 asked by 29.5 per cent of the students.

Will I be able to get a roommate I like?

The prevailing philosophy of operations in the selection of college roommates, as far as I can discover, is to try to pick roommates who will like one another, who do have something in common. I think this is a fallacious approach to the solution of this problem for two reasons: (1) It is very difficult to accomplish and (2) Even when successful this tcehnique deprives students of an opportunity to learn to live with an individual of different interests.

One of the great myths that is perpetuated by fraternities and col-

leges which room students according to similar interests and personalities is that you can live happily only with certain types of individuals. There are certain differences that are important and that should be recognized in roommate selection and these are: Does the student like to sleep in winter with the windows open or closed? Does the student like it quiet when he studies or does he like to have the radio on? If the latter, does he prefer classical or jazz music? It is fatal to room a Bach devotee with one who glows to the music of Red Nichols and his Five Pennies. Does the student need four hours of sleep or ten?

Now these differences are unreconcilable. All other differences are not. I think it is well to inform your students at the first orientation meeting that you have deliberately, with the few exceptions mentioned above, tried to mix the class in assigning roommates. Tell them, too, that in our democratic society you believe that young people engaged in a common enterprise can solve their individual differences by understanding and co-operation. You can give them a chance to make changes but only after one quarter or a semester has passed and only if all parties come to the proper office together and request a divorce.

Time limits further discussion of additional student concerns but I suggest that you give Mr. Moser's article to your freshman dean and ask him to discuss with your own freshmen the success your college has in meeting these very real problems of freshmen.

Most institutions of higher learning are giving more thought to the problems of orientation and most are operating successful programs for the official orientation period. But I have discovered in talks with secondary school guidance officers all over the country that there are two "low" periods for all freshmen everywhere that are not recognized by colleges and universities.

The first of these comes two weeks after the opening of college. When the first excitement of college opening has passed, and the friendly committees of official greeters from upper classes have turned to their business, and the deans and faculty seem occupied with other tasks, there come to many freshmen, male and female alike, moments of homesickness and moments of doubt about their ability to handle the tough and demanding assignments of college teachers.

This is a time to call the class together again just to tell them that this "low point" is an annual occurrence, that it is common to colleges all over the country, that this is a time for all students to be

increasingly thoughtful toward one another; that homesickness is not something to be ashamed of, that it is a wonderful and beautiful disease felt by everyone at one time or another; and that the depression of the moment does pass away as it always has, leaving in its wake no permanent injury or deaths.

The second "low point" of the year, and for our students at Amherst the lowest, is ten days after Christmas vacation. The period is one of depression because the students have just been home where they were treated like prodigal sons; they have seen their old girls again; and each day brought late arisings; homecooked food; use of the family car; etc. Now, they are back at the old grind; mid-year examinations are approachng, the January thaws are on the ground; and a few students have received "Dear John" letters from girls they thought they had left safely behind.

Each year at this time we call all freshmen to a meeting and tell them that many of them are low, why they are, and why all freshman classes have felt the same for years. We even draw a morale graph on a blackboard and show how quickly spirits rise after mid-year examinations. I think it helps freshmen just to realize that the ailment that troubles them is a common one, not a rare one. It helps, too, to know that blue sky is coming and sunshine too.

The thoughts in this paper, as you have undoubtedly noted, deal with the orientation of the individual through group orientation. Each individual student must learn to make his own adjustments to his new environment and classmates.

When you consider the many and varied adjustments required of a freshman when he leaves the security of home and friends for the strange untried adventure of college, it is amazing that so many make the shift as successfully as they do. This is a tribute, not so much to the orientation programs in our colleges and universities, but to the awful flexibility and durability of the human spirit.

MR. COPELAND: I am particularly pleased to note that Mr. Wilson has pointed out one very important phase of orientation which some of us take too lightly and that is that orientation is not accomplished in Orientation Week. It is a long-term process, and orientation should begin before the student arrives on the college campus.

I think one of the points of weakness in this respect is that schools could do more towards orienting their college-bound seniors before they leave the school in June. Too often the student arrives on the college campus with the idea that nothing is changed, that he is just

taking a continuation of high school, and that is one of the types that gets into trouble first.

You can also improve orientation by perhaps better handbooks to be mailed to the incoming class before they arrive on the campus in September. Now, while these handbooks help to orient, they are not as good as what you can accomplish during orientation week by addresses on the part of the deans and the faculty and also on the part of undergraduates. I think we can use undergraduates to a tremendous advantage in this orientation work. I don't mean merely to describe all the various activities that are going on on the campus, but students listen—I will put it this way—freshmen listen to boys their own age and who can tell them some of the pitfalls that are ahead of them and help advise them as to how to avoid these pitfalls. Students can tell them about the psychological and the social as well as the spiritual aspect of the college campus. This can be done very well through capable student leaders and, to me, it is very important in the orientation program.

The other point that Mr. Wilson mentioned is that orientation should be continued during this freshman year. You can't drop it at the end of orientation week. Various periodical gatherings ought to come at his two low ebbs, for instance. Another gathering perhaps to explain the problems of military service, which can cause considerable confusion in the freshman class. A gathering to discuss the curriculum of the college when it comes time to register for second-year courses. It always amazes me how little the average freshman understands the curriculum at the time of entrance, and this should be explained to him before he goes very far.

One point Mr. Wilson did not mention but which I think is probably the area of greatest weakness in all colleges is that we always talk about orientation in terms of freshmen and very few of us do very much about the sophomores. The sophomore is apt to be left alone. We have good faculty advisers, we have good deans of freshmen, we have good undergraduate advisers for the freshmen, but what happens to the sophomore? The sophomore has not entered a major, he does not have a major adviser, he has lost his freshman faculty adviser, he is on his own, and I think this is an area where perhaps we could do a little more on orientation. And by orientation, I say not only the beginning but the continued advice to the undergraduate.

Editorial Comment

Tomorrow's Higher Education

AT FIRST glance it strikes us as odd that a public high school's published "Course of Study" of fifty years ago should contain an invitation to prospective "scholars" to "compare it with the courses of other schools and note wherein it excels." Also that it should contain an exposition on the value of a "liberal education" in "every respect," including "dollars and cents," and that publications of other high schools should include invitations to "foreign scholars" (those not resident in the tax district) to enter at nominal tuition rates for a full or partial course of study. Yet, as we reflect upon it, it simply reminds us that as then most people considered "higher education" as beginning with high school, so we today think of it as beginning with college. The goal of making higher education available to all who deserve it has not changed.

The next half century will as certainly see the development of a new brand of higher education as did the last. Will it be akin to our present type of graduate education, or will we advance to something different?

It is not too early to put our best minds to work on planning the next type of "higher education," that of the year 2000. We dare not ignore the trend of history.

R. E. M.

Our One Foot Shelf

The Association publications already in your hands and those to be added in the near future literally comprise a one foot shelf. Fortunately it is presented not as a compendium of wisdom, but as a collection of indices and guides to current good practice or most common practice. It is at the same time your key to an extensive professional library. Keep these volumes at hand, review them periodically to refresh your memory of their contents, refer to them as questions come to mind, and then, if necessary, write for additional information to those responsible for their preparation. These persons are continuing the job and are informed of new developments and new thoughts on the subject covered. Theirs is a continuing service. Your questions,

and your suggestions, are the best way they have of knowing that their efforts are being appreciated.

R. E. M.

A Special Salute

Mr. J. Anthony Humphreys, of Wilson Junior College, Chicago, has been Subscription Manager of COLLEGE AND UNIVERSITY since 1947. Before he took over, the Editor had been trying to take care of the subscription list with his left hand and get out the *Journal* with his right. The circulation files, not surprisingly, had gotten into a hideous jumble. Tony brought order out of chaos and has ever since kept the subscriptions under smooth and efficient control. This spring he asked to be relieved, and the Subscription Managership has accordingly been accepted by Edward M. Stout, of De Paul University.

The Subscription Managership is a routine and somewhat thankless job, and our hearty thanks are due—and are hereby tendered—both to Tony Humphreys, who did it so skilfully for so long, and to Ed Stout, whose loyalty to AACRAO was great enough to induce him to take it over.

In the October issue, as usual, we expect to publish the Directory of Registrars and Admissions Officers in member institutions of AACRAO. Will you please look at your listing in the issue for last October, and if it is incorrect or incomplete in any way, notify the new Editor, Dr. S. A. Nock, Pace College, 41 Park Row, New York 38.

Swan Song

With this issue, one Editor brings his responsibilities for COLLEGE AND UNIVERSITY to a close, and another one takes over.

More than twelve years ago, when we first accepted the Editorship, we wrote in an editorial: "[The new Editor] is emboldened to undertake the task only by his confidence in the good-will and the ability of the Association at large." How richly justified that confidence was, has become more apparent with every passing month. Certainly no

officer of any organization ever had more willing or loyal support from a more devoted or more competent body of men and women. Whatever success COLLEGE AND UNIVERSITY has achieved in these years has been due far more to the zeal and effectiveness of the members of AACRAO than to the efforts of any one individual. To every one of you, our hearty thanks.

During these years a total of thirty people have served on the Board of Editors. Each one of them has given generously and effectively of his time and energy. Without them no Editor could have done his job. To them also—to them *especially*—go warm thanks and appreciation.

Also during these years about forty different people have served on the Executive Committee of AACRAO. To them likewise go our special thanks. The Editor's task would be impossible of fulfillment without the complete and ready co-operation they have always given. Probably few people in the Association realize what a priceless asset the Association has in the complete harmony that has always prevailed in its Executive Committee.

We turn the Editorship over to Mr. Nock with no misgivings. He has amply demonstrated his superb qualifications for the job. But it is not an easy job, and we bespeak for him the same kind of loyal and zealous support that his predecessor has always received.

W. C. S.

Business Meetings

I. Report of the Nominating Committee

At the annual meeting of this Association last year the constitution was revised to provide for the automatic succession of the first vice-president to the presidency upon the expiration of his term of office. According to this revision John M. Rhoads, currently first vice-president, succeeds to the presidency.

The treasurer, E. Vincent O'Brien, continues to serve an unexpired portion of his term of office.

Your Nominating Committee now wishes to place in nomination for the year 1955-56

For Secretary: Florence N. Brady, Registrar, Occidental College.

For Second Vice-President: Charles E. Harrel, Registrar and Director, Indiana University.

For First Vice-President: William Craig Smyser, Registrar, Miami University.

Respectfully submitted

Ellen L. Deering
Charles H. Maruth
J. Gilbert Quick
George P. Tuttle
Emma E. Deters, *Chairman*

(The report of the Committee was adopted by unanimous vote)

II. Report of the Committee on Co-operation with Governmental Agencies

Your Committee on Co-operation with Governmental Agencies desires to present the following as its annual report.

It is impossible to put in this report all the items which your Committee has had under consideration during the year. As these problems are worked out they reach the clientele through the particular office or organization concerned.

During the year considerable correspondence has been received pertaining to matters of interest from many members of our Association. The answers to these particular questions when settled have been communicated to those who first raised them with your Committee.

Your Committee feels that it is a hopeful sign for members of our

Association as well as for members of other organizations and especially various branches of governmental agencies to show interest in so many questions which concern the work of the AACRAO.

On February 2, 1955, the full Committee met in Washington with members of the staff of the Office of Education, of the Department of Health, Education, and Welfare. Those in attendance from the Office of Education were Mr. Armsby, Mr. Badger, Dr. Blauch, Dr. Conrad, Mr. Foster, Mr. Flynt, Miss Goodykoontz, Dr. Harrington, Dr. Hollis, Mr. Iffert, Mr. Jaracz, Miss Koenig, Dr. Lindegren, Dr. Sanders, Mrs. Scates, and Mrs. Wilkins.

Committee on Student Retention and Withdrawal Study

Mr. Iffert, Specialist for Faculty and Facilities, Division of Higher Education, presented a progress report on the Co-operative AACRAO-OEd Study of College Student Retention and Withdrawal. He furnished tables showing the status report as of February 15, 1955. He indicated that he was aiming at a November 1955 publication date for the final report.

Mr. Iffert will be in Boston and will present a *Progress Report* of this Study at the annual meeting.

Discussion was given as to the possibility and desirability of follow-up studies of various institutions. Comments from those present indicated that this is likely to happen on several campuses, and that it is a good sign. Mr. Iffert indicates that he has been negotiating with some high school counselors with a view to using a modification or adaptation of Part I A, "Reasons for Going to College" with groups of high school seniors, primarily to get the reaction to the probable usefulness of an instrument of this type of self analysis. The staff of the Office of Education is to be commended for its vigilance and efforts in staying "on the job" and seeing this job through to a successful end.

Evaluation of Foreign Credentials

Dr. Goodykoontz and her staff show an ever increasing interest in the problems of the AACRAO in connection with the evaluation of foreign credentials. In order that we may understand some of the work which has been carried on by Dr. Goodykoontz and her staff, it seems appropriate to quote from her report:

> "The work of the Comparative Education Branch, on matters pertaining to education abroad and evaluation of foreign credentials and foreign educational systems, is divided into three regional areas with

a specialist in each area: (1) Europe and the British Commonwealth; (2) Near East, Far East, and Africa; and (3) Latin American Republics. Each year a major study of the foreign educational system by a specialist in one of the areas is made. Recent studies completed are Education in Sweden, Education in Turkey and Education in Pakistan. A study soon to be in press is Education in Mexico. Besides these major studies a brief series of documentary studies in comparative education has been started—available to date are Education in the German Federal Republic, Education in Viet Nam and Education in the British West Indies. A mimeographed circular, *Comparative Education News-Notes,* is also issued at irregular intervals carrying items of interest to the Comparative Education staff and others working in international education.

"Such studies are considered a basic responsibility of the Office as a service to American education. The information thus summarized enables it to help registrars and admissions officers to make proper academic placement of students from other countries in educational institutions of the United States. The increasing number of foreign students applying for admission to our educational institutions has made heavy demands upon the Comparative Education staff to interpret in terms of education in the U. S., the schooling represented by the credentials presented to it for evaluation. . . .

"Advisory service to the Veterans Administration has been given since September 1952, in connection with the Veterans' Readjustment Assistance Act of 1952 (Public Law 550, 82nd Congress), whereby the Office of Education reviews the applications of foreign educational institutions to train veterans which have been submitted to the Veterans Administration, to determine whether the specific courses which such foreign institutions desire to offer to veterans are at a higher educational level."

During the year the AACRAO in co-operation with the Office of Education has taken the leadership as the convener of a dual committee to discuss the whole problem with regard to consistency in evaluation and interpretation of the foreign student's previous record and experience with a view to devising a comprehensive "Chart Book." A committee separate from the Committee on Co-operation with Governmental Agencies has been appointed to do this Study, and it is felt that a great deal of good will come to all of us as a result of this work. Dr. Spindt has been appointed chairman of this new committee.

Some Studies in Progress

In October, 1954, the Student Personnel Services Branch was established as one of the three branches of the Division of Higher

Education of the Office of Education. Dr. Ralph Flynt is currently Acting Director of this Branch. He has indicated that his office has in mind several studies which would be of great interest to the AACRAO. Dr. Flynt states the following concerning the Student Personnel Services Branch: "Initially, we expect to interest ourselves in the following three areas in the field of student personnel services: (1) student assistance including scholarships, fellowships, loan funds, and all other types of assistance; (2) student advisory services; and (3) research. Each of these three areas will be manned by a staff person or staff persons.

"We have a number of research and other projects under consideration for an early beginning in this field. I might mention a few of them. First, we are giving consideration to requesting approximately 25 representative higher institutions to co-operate with us in making a study in depth of the philosophies, policies, and practices of their student assistance programs. This study is aimed to provide a comprehensive picture of the aims and objectives of student assistance programs as well as their pattern of operation, method of selection, and method of granting awards of assistance. Second, we are giving consideration to the reissue of our Bulletin No. 16, *Scholarships and Fellowships*, last issued five years ago. We hope to include additional summary financial data, and, most important, information concerning non-institutional forms of student aid."

It is clear that the work of Dr. Flynt's Branch is related very closely to the interests of the members of the AACRAO.

Veterans

Several questions have arisen from individual institutions with regard to veterans—those under Public Law 346, as well as those under 550. These questions have been discussed with the Office of Education, as well as with the Veterans Administration Office. Answers have been communicated to the schools concerned. Suffice it to say that there seems to be a desire on the part of the Office of Education, as well as the Veterans Administration, to co-operate in every way with the AACRAO in interpreting and carrying out the many regulations involved. We find no antagonism anywhere, but rather a desire to give all co-operation possible.

Selective Service

We have had considerable correspondence with Selective Service about several matters pertaining to an interpretation of rules and

regulations. Furthermore, your chairman has visited the Selective Service Office at least once during the year. We have found there a willingness and desire to co-operate in every way possible.

When form 109 was changed this last year, it was done without giving any notice to the AACRAO. This change involves several inconveniences. Selective Service, however, apologizes for these inconveniences and assures us that the next time changes are made, our Association will be consulted. Selective Service has assured your chairman that a representative of that office will be present at the Boston meeting.

Selective Service is interested in seeing that each institution of higher learning has some definite policy on Selective Service, and that the respective institutions make every effort to carry out consistently this policy. Selective Service will give to each institution as much latitude as possible in the operation of its Selective Service policy.

Engineering Enrollment and Degree Study

The Engineering Enrollment and Degree Study, which comprises a detailed collection of data on degrees granted and enrollments in Colleges of Engineering, was sent this year to the registrars of the several institutions concerned. In previous years these questionnaires had been sent to the deans of the Colleges of Engineering. Dr. Conrad of the Office of Education has reported one hundred per cent response on these enrollment questionnaires. He further reported that only one institution had made any complaint about the change in collecting these data. The members of the AACRAO are to be congratulated on this fine piece of work. However, we must keep in mind the provisions which accompanied the decision of the Executive Committee of the ECAC which are as follows: 1) the same information be requested as is currently supplied, 2) the deans be notified when form is first sent to the registrars, 3) the deans be notified if at any time the registrars insist that the present coverage be reduced.

Diploma Mills Or Fraudulent Schools

Your committee had no particular work in connection with this topic during this year. We are, however, acutely aware of the problem presented to all of us, and we urge our members to be constantly on the alert and to refer to the chairman of the Committee on Co-operation with Governmental Agencies any cases regarding fraudu-

lent schools or diploma mills. Only in this way can we explore and investigate these cases. The Office of Education reports that diploma mills and fraudulent schools are still flourishing.

Projection of Enrollment and Classroom Space

Again the problem of increased enrollments in education at all levels is a matter of concern to the AACRAO and to the Office of Education. The Office of Education is giving constant study to this problem. Under the leadership of Dr. Ronald B. Thompson the AACRAO has done a magnificent piece of work in blazing the trail on College Enrollments.

A parallel problem is that of Classroom Space. It is interesting to note that the AACRAO has again taken the leadership in the study of this problem. The Office of Education is giving generously again of its own co-operation. We anticipate fine results from this new study. This item will be reported on more completely by the chairman of the committee appointed to work on this particular project.

Statistics and Reports

Your committee has given considerable attention during the year to Statistics and Reports which concern our several offices. We have received wonderful co-operation from the Office of Education, and particularly, Dr. Conrad, Chief, Research and Statistical Standards Section of the Program Development and Co-ordination Branch. When we met with the Office of Education, Dr. Conrad discussed with us some basic definitions relating to enrollments in Higher Education, and proposed revisions of the definition report form, and the need for statistics on summer sessions. It was agreed that we should all report our statistics on summer sessions regularly. Other matters such as special or unclassified students, part time students, extension students, and the like were given attention by the Committee. It is well to point out that your Committee and the various people in the Office of Education are quite anxious to work as closely together as possible in solving problems of mutual interest relative to statistical reports and definitions thereof.

Some people are concerned over the fact that statistics are not more comparable from institution to institution. Your committee has this problem under study for the coming year.

General Comments

Many people say that one reason why many high school graduates with excellent records do not attend college is the lack of proper motivation. Since the members of the AACRAO are concerned with the matter of admissions and pre-college counseling, it would appear that we should give consideration to finding ways and means by which graduates of our high schools may have better motivation toward going to college.

It is pointed out here that two committees of the American Council on Education are working on this problem now. The members of the AACRAO are vitally concerned with *scholarships* and the proper distribution thereof to graduates of our secondary schools. The present Congress, like other Congresses, is giving consideration to the solution of this problem. Again it should be a matter of concern to the members of the AACRAO to assist in finding the proper answer to this question.

As our enrollments increase, there may be a tendency on the part of some institutions to limit their enrollments because of a lack of adequate facilities. If this is done, it will mean the raising of our admissions requirements and it might lead in the final analysis to a denial of college to many worthy students. As admission officers, we should be concerned specifically with this point.

Recommendations

It is recommended that the AACRAO give careful consideration to the matter of scholarships available for properly qualified secondary school graduates, and that it concern itself with an improved program of motivation for going to college.

It is recommended that the AACRAO give its full support to institutions which may want to do follow-up studies on the problem of retention.

It is recommended that the Executive Committee give careful consideration to this new work which Dr. Flynt is initiating.

It is recommended that through the *Journal* and by other means of publication we invite our members to report promptly to the chairman of the Committee on Co-operation with Governmental Agencies cases regarding diploma mills and fraudulent schools.

It is recommended that the chairman of the Committee on Co-

operation with Governmental Agencies be instructed to keep in constant touch with Dr. Flynt about his work.

It is recommended that definitions pertaining to enrollments and degrees be given careful consideration this next year in order to bring about clearer uniformity in their meanings.

Respectfully submitted,

GEORGE TUTTLE
LEONARD G. NYSTROM
ELWOOD KASTNER
R. F. THOMASON, *Chairman*

III. REPORT OF THE SECOND VICE-PRESIDENT

As a part of the Second Vice-President's endeavor to enlarge membership in the American Association of Collegiate Registrars and Admissions Officers, letters of invitation were sent to the Presidents of 602 institutions of higher learning, with copies to the Registrar or Admissions Officer. This campaign, supplemented with individual correspondence, resulted in the addition of 73 new members and reinstatements for the year. Deducting 15 cancellations during the year from the total of 1537 (April 1954) and adding 3 honoraries chosen at the 1954 convention brings the total membership to 1598.

In addition to the membership campaign letters, a total of 101 individual letters were written incident to Association business.

The Workbook originally prepared by Mrs. Ethelyn Toner was revised and brought up to date for the continued use of future vice-presidents.

In April the Second Vice-President represented the Association at the regional meeeting of the Oklahoma Association in Oklahoma City.

Attached is a summary of membership by states.

Respectfully submitted,

STELLA MORRIS, *Second Vice-President*

AACRAO—Membership by States

	Membership April 1954	Cancel-lations	New Members & Reinstatements	Membership April 1955
Alabama	71			17
Arizona	4		1	5
Arkansas	20	1		19
California	96		6	102
Colorado	21		2	23
Connecticut	24		4	28
Delaware	4		1	5
District of Columbia	20	1	1	20
Florida	18			18
Georgia	31		1	32
Idaho	6			6
Illinois	82	1	3	84
Indiana	33		1	34
Iowa	36	1		35
Kansas	26			26
Kentucky	32		1	33
Louisiana	18			18
Maine	10		1	11
Maryland	26		2	28
Massachusetts	66	1	4	69
Michigan	49	1	2	50
Minnesota	33		1	34
Mississippi	18			18
Missouri	54	1	2	55
Montana	9			9
Nebraska	18	1		17
Nevada	1			1
New Hampshire	6			6
New Jersey	41	1	2	42
New Mexico	9	1		8
New York	135	1	13	147
North Carolina	36		1	37
North Dakota	9			9
Ohio	62	2	1	61
Oklahoma	22		2	24
Oregon	17			17
Pennsylvania	85	1	5	89
Rhode Island	11		1	12
South Carolina	22			22
South Dakota	12			12
Tennessee	40			40
Texas	64		5	69
Utah	11		3	14
Vermont	6		3	9
Virginia	37	1	1	37
Washington	24			24
West Virginia	20			20
Wisconsin	33		1	34
Wyoming	2			2

	Membership April 1954	Cancel-lations	New Members & Reinstatements	Membership April 1955
Alaska	1			1
Canada	15		1	16
Cuba	1			1
Egypt	1			1
Hawaii	1			1
Lebanese Republic	1			1
Mexico	2			2
Philippines	2			2
Puerto Rico	4		1	5
Total	1,504	15	73	1,562
Honorary	33		3	36
TOTAL	1,537	15	76	1,598

IV. Report of the Chairman of the Committee on Regional Associations for the year 1954-55

In my opinion, this year has been a rather eventful one for the regional associations of our organization. It might be appropriate at this time to summarize briefly some of the accomplishments during the past eight months:

1. Two new associations were organized during the year and have become affiliated with AACRAO. They are the Georgia and Louisiana Associations. This increases the number of regional associations to twenty-eight. Although the decision to affiliate officially has not been reached, it is quite possible that we can expect to welcome the Florida Association to our group in the near future.
2. Before the current academic year began, all of the regional associations were asked if they desired to have a representative of AACRAO (Executive Committee member or other) participate in their annual meetings. Of the twenty-one associations who replied that they would welcome this opportunity, nineteen had at least one of our representatives at their meetings. The accompanying schedule lists the various meetings and the individual representatives who attended. Letters received from many of these associations express their warm appreciation in general for what AACRAO had done for them and, in particular, for the contributions made by the individual representatives.
3. Although we are still short of having reports of all regional meetings published in the *Journal,* we did succeed in getting reports from twelve associations and have hopes for a few more before the year is out. It is believed that this number of reports received exceeds the

average and every attempt is being made to improve the reporting in the future.

4. A majority of the regional meetings placed considerable emphasis on one or both of the topics recommended for discussion during the past year:
   a. "The Impending Tidal Wave of Students"
   b. "High School-College Relations"

Since this is my last report as Chairman of the Committee on Regional Associations, I should like to leave with the new Executive Committee the following recommendations:

1. For the ultimate welfare of the national organization, it is of extreme importance that we co-operate to the fullest extent in the activities of the regional associations and promote, whenever possible, the feeling in each organization of our professional responsibilities.
2. The personal contacts, the friendly relationships and professional contributions that the representatives of AACRAO have made during the last few years should be maintained and improved in the future. Specifically, I recommend that the practice followed in the last year or so of providing funds to defray the expenses of our furnishing representatives at regional association meetings be continued. Information has been received from certain associations that this is a highly desirable service and that in many instances it has provided a stimulus in attendance at annual regional meetings.

In conclusion, let me say that this final report would not be complete if I failed to express my sincere gratitude and appreciation for the excellent co-operation that I have always received from members of the Executive Committee, other distinguished members of AACRAO and our twenty-eight regional associations.

Respectfully submitted

ERNEST WHITWORTH, *Chairman.*

REGIONAL ASSOCIATIONS—MEETINGS 1954-55

Association	*Date*	*Place of Meeting*	*Representative*
Alabama	April 2	Howard College, Birmingham	Smyser
Arkansas	Oct. 11-12	Arkansas A&M, Monticello	Thomason
Colorado-Wyo.	Nov. 5-6	Loretto Heights College, Denver	Vroman
Georgia	Mar. 17	Georgia Tech., Atlanta	
Illinois	Oct. 21-22	Congress Hotel, Chicago	Dyrness, Vroman
Indiana	Nov. 19	Indiana Univ. Med. Center, Indianapolis	Scribner

Kansas	Oct. 28	Washburn Univ., Topeka	Hitt
Kentucky	Oct. 28	Univ. of Kentucky, Lexington	Scribner
Louisiana	Oct. 22	L.S.U., Baton Rouge	Whitworth
Michigan	Dec. 1-2	Detroiter, Detroit	Rhoads
Middle States	Nov. 26-27	Atlantic City, New Jersey	Scribner, Whitworth Vroman
Mississippi	Mar. 17-18	Robert E. Lee, Jackson	
Missouri	Oct. 29-30	Student Union, U. of Mo., Columbia	Dyrness
Nebraska	May 6	Doane College, Crete	Hitt
New England	Nov. 19-20	Sheraton Plaza, Boston, Mass.	*Smyser
North Carolina	Nov. 4-5	Robert E. Lee, Winston-Salem	Dyrness
Ohio	Oct. 20-22	Mt. Union College, Alliance	
Oklahoma	Mar. 25	Oklahoma City University	Stella Morris
Pacific Coast	Nov. 7-10	Phoenix, Arizona	Scribner, Whitworth
South Carolina	Nov. 19	Columbia College, Columbia	
Southern	Dec. 1	Brown, Louisville, Ky.	
Tennessee	March 30	Nashville	Vroman
Texas	Dec. 2-4	Hotel Nueces, Corpus Christi	Smyser
Upper Midwest	Oct. 25-26	Drake Univ., Des Moines, Iowa	
Utah	Oct. 8	Weber College, Ogden	
Virginia	Oct. 29	Gables Hotel, Elkton	Vroman
West Virginia	Oct. 20-22	Stonewall Jackson, Clarksburg	Scribner
Wisconsin		No information	

* Transportation difficulties interfered.

V. Report of a Special Committee on the Evaluation of Foreign Credentials

Last fall the Pacific Coast Association passed a resolution requesting that the National Association give consideration to procedures by which the evaluation of foreign credentials may be improved. As a result of that resolution, President Scribner appointed a committee to meet with other interested groups to consider the problem. The committee met in Washington on March 3, 1955 with representatives of the Institute of International Education, the National Association of Foreign Student Advisers, the Graduate Deans Association, the College Entrance Examination Board and the United States Office of Education. AACRAO was represented by President Scribner, John Rhoads, Hattie Jarmon, William H. Strain, J. Richard Toven and H. A. Spindt.

Certain preliminary opinions were expressed and received general acceptance:

1. There is no immediate prospect of an increased budget for the U. S. Office of Education. Consequently any plan for improvement must increase the amount and quality of *institutional* evaluation of foreign credentials as distinguished from an increase in the services of the U. S. Office of Education.
2. While there is an extensive literature about foreign educational systems on which evaluations may be based, there is still a great variation in procedure and philosophy among American colleges and universities. Special attention was called to the publications of the U. S. Office of Education, the University of Southern California publication *Educational Systems of the World*, by Mrs. M. T. Sasnett, and to the American Council on Education publication *Universities of the World Outside U. S. A.*, by M. M. Chambers.
3. The fundamental need is for a publication acceptable to United States colleges and universities, describing in detail the educational systems of individual countries, and making quantitative and qualitative recommendations for admission and standing of applicants from that country to U. S. colleges and universities.

The group found that two steps had already been taken in partially meeting this need for specific recommendations. The Institute of International Education had started work on a publication dealing primarily with the philosophy and problems of the schooling of foreign students in this country but was waiting for financing and other support before going ahead; and members of our Middle States Association had agreed to divide up the task of preparing reports by the procedure that one college assume responsibility for the study of one country; the Middle States project was held in abeyance pending the recommendations of the Washington meeting.

Without going into the details of the discussion, the general group endorsed the Middle States plan with certain additions:

1. Ask individual colleges and universities each to make a detailed study of the educational system, standards, and transfer equivalents of one foreign country, and report their study, with specific recommendations, in accord with an outline designed to make the reports uniform and complete. The outline would require a description of the present elementary and secondary school systems; the history of the systems insofar as is necessary to interpret educational records; a listing of all institutions of higher

education in the country, and recommendations for transfer credit from such institutions. The institutional study and report should, so far as possible, be a co-operative work involving the registrar, the director of admissions, the graduate dean, and the foreign student adviser.

2. Each report, when completed, shall be referred to an Advisory Council on the Evaluation of Foreign Credentials to be composed of the following:

AACRAO—three members, one of whom is to serve as Secretary of the Advisory Council.

Association of Graduate Schools—two members.

Institute of International Education, Inc.—one member.

U. S. Office of Education—one member.

National Association of Foreign Student Adivsers—one member.

College Entrance Examination Board—one member.

U. S. State Department—one member.

If the Advisory Council approves the study and its recommendations as to equivalence of standing, the report should then be published in an $8\frac{1}{2} \times 11''$ pamphlet, punched so it can be filed for easy reference. If the members of the Council disagree on the recommendations, the differences of opinion should be stated and the report published with the differences of opinion expressed.

The plan briefly outlined above depends for its success on the willingness of colleges and universities to prepare reports with the care that is necessary, and on the willingness of the organizations to co-operate in the work of the Advisory Council.

In regard to the willingness of institutions to prepare reports, I should like to report that last week I sent out invitations to thirty colleges and universities, asking them to notify me here whether or not they wished to take part. Of the sixteen replies, two refused, one needed time to consider, and thirteen expressed willingness to go to work—several expressed enthusiasm in regard to the plan and its eventual value.

Of the organizations comprising the Advisory Council, the U. S. Office of Education has expressed strong endorsement of the plan, and has offered office and conference room facilities for the use of the Council, and will provide research aid as needed. The Office of Education also will make special study of the new nations, like Indonesia and Viet Nam. The Institute of International Education and the

College Entrance Examination Board have agreed to participate. We have not yet heard officially from the Graduate Deans and the Foreign Student Advisers, but opinions expressed lead us to believe they also will accept the plan. At their meeting last Sunday evening, the Executive Committee of AACRAO approved the plan for a one year trial and appropriated $1400 to finance the attendance of AACRAO representatives to two meetings of the Advisory Council.

It is our hope that as a result of a year's work we will have reports of a quality that will make it possible to secure financial aid to speed up the whole plan of providing detailed recomendations for all foreign countries that send us students. We hope also that the Institute of International Education will go ahead with its plan for a handbook on the philosophy and problems of the schooling of foreign students.

I should like at this time to issue a general invitation to those of you who are interested to participate in the preparation of reports. Write on a slip of paper your name, your college, and in order of preference, the countries you would be willing to study, or write to me at the University of California at Berkeley.

I wish to conclude this report with both an apology and a word of enthusiasm. Neither I nor other members of the Association that represented you at Washington are experts in the field of evaluation of foreign student credentials and we do not expect to spend the time necessary to become experts—that's the apology. But I firmly believe that we have among our colleges and universities many individuals who can become experts on one foreign country, who can advise the rest of us on what we should do with credentials from that country, and who can keep us up to date with changes as they occur. By spreading the work we can accomplish much. If as a result of our work, we can take care of more credentials ourselves, we can relieve the U. S. Office of Education of what may be called routine evaluation, making their excellent staff available for the really difficult problems. If this plan works, and I see no reason why it should not work, AACRAO stands again in a position of national leadership in helping solve a vexing educational problem, just as we were in the evaluation of credit for educational experiences in the armed services, in the field of prediction of enrollments and in many other educational activities.

H. A. SPINDT, *Chairman.*

VI. Report of the Budget Committee

Proposed Budget for 1955-56

INCOME		
Memberships		$27,775.00‡
Subscriptions to College and University		850.00
Advertising in College and University		400.00
Interest on Invested Funds		400.00
Total		$29,425.00
EXPENDITURES		
General Administration		$ 5,000.00†
Conventions		1,500.00
Editor's Office		7,000.00
Treasurer's Office		1,600.00
Committee on Evaluation and Standards		1,250.00
Committee on Special Projects		
Report on Credit Given	$ 1,500.00	
Transcript Adequacy	250.00	
Handbook	500.00*	
Admissions, Policies & Practices	300.00	
Enrollment Trends and Related Problems	1,000.00	
Evaluation of Foreign Students' Credentials	1,400.00	
Machine Equipment	500.00	
High School-College Relations	1,500.00	
Catalogues	450.00	
Office Forms	1,000.00	
Miscellaneous General	300.00	
Total		8,700.00
Committee on Cooperation with Governmental Agencies		700.00
Committee on Constitution and By-Laws		100.00
Committee on Regional Associations		1,500.00
Committee on Public Relations		100.00
Committee on Student Retention and Withdrawal		500.00
Grand Total		$27,950.00

Respectfully submitted,
E. Vincent O'Brien
John M. Rhoads
Albert F. Scribner
Ronald B. Thompson, *Chairman.*

‡ This estimate was based on the assumption that the proposed change in membership fees would go into effect. Since it was tabled for another year (see pp. 509-519 herein), income will be lower and the prospective deficit, if it materializes, will have to be met by drawing from reserves.

† To include Executive Committee Meeting expenses for October meeting, one-half of which was formerly charged to convention expenses.

* Including a preliminary printing of the Glossary of Terms.

This budget was adopted by vote of the Convention.

VII. Report of the Committee on Constitution and By-Laws (Stenotypist's Transcription)

Mr. Elder: Mr. President, the Committee on Constitution and By-laws recommends the approval of the following changes in the Constitution of the American Association of Collegiate Registrars and Admissions Officers with respect to fees collected from institutions and individuals:

The annual Institutional fee shall be $25.00 and for each Individual membership from a member institution, the fee shall be $10.00. Each membership shall include a subscription to College and University and one copy of each of any other publications of the American Association of Collegiate Registrars and Admissions Officers.

Mr. President, as Chairman of the Committee on Constitution and By-laws, I move that the recommendation of the Committee be approved. I might say that the Committee members are myself, Hattie Jarman of Teachers College of Columbia University, Arthur H. Larson of Eastman School of Music of the University of Rochester, John R. Little of the University of Colorado, Genevieve Pratt of Mt. Holyoke College, and Richard L. Tuthill of Duke University.

President Scribner: You have heard the motion. Is there a second?

. . . The motion was seconded . . .

Is there discussion?

Mr. R. E. Hewes: Mr. President, as this is a proposed change in the Constitution, I think it should have a very hard look, and I would like to say a few words on it from the point of view of New England, where we have a great many small colleges, and particularly the ones with an enrollment under 1,000, where this rather large increase in fees might impose a severe hardship on the individual. It might even be a hardship such that some might forego membership in our organization. Before mentioning it here at this time, I brought it up before the executive committee of the New England Association and, although they cannot act as an executive committee, they did give an individual expression that we should discuss it thoroughly at this time, and I have a few things that I would like to point out now. It isn't so much that we from New England can't pay the full fare but we would rather pay the 6 per cent interest for a year than to pay the $5.00 safety deposit box rent, as Professor Foley brought out the other night.

I noticed that one of the proposed changes that was sent out dated March 1 was that we are covering a period of three years, and it mentions the number of reports given during that time, that have, as we all know, cost a considerable amount of money. In that three-year period, though, I noticed that for the first year we showed an increase in cash and securities, if I read my Treasurer's report correctly, of $6,500.00, and in the year 1953-54 we showed an increase of $1,192.00 in our cash. We had no increase in securities in that year, making a total increase in securities and cash of the Association of $7,700.00 during the first two years of this three-year period in question.

We also looked at the budget that was presented this morning. The income estimated there indicates that it is a 41 per cent increase, yet the increase proposed is somewhere between 66 per cent and 90 per cent, depending upon the distribution of Associate Memberships and Full Memberships. At M. I. T. we have one full member and 3 Associate Members and the increase to M. I. T. would be an 83 per cent increase for a budget increase as proposed of 41 per cent.

Before we act on this, I would like to see this thoroughly discussed, because I think that an increase of this magnitude would involve a severe hardship on some of our representatives from the New England area.

PRESIDENT SCRIBNER: Thank you, Bob.

Would anyone else like to comment on Bob's remarks, or will there be further discussion from the floor?

MR. P. F. CRANE (Univ. of Maine): I'm another one of those damnyankees! May I say that some of us in New England appreciate the work of the Executive Committee and our Special Projects Committee a great deal. They have the knowhow, they are the work horses. But I am wondering if we cannot perhaps investigate further the possibilities of some assistance from foundations?

Now, you may say, "Well, that is a rather peculiar idea, because one of the projects is Transcript Adequacy, $250.00, and certainly the Ford Foundation would laugh at us."

Well, these worth-while projects have not been done in a few minutes or a week. It takes several years to follow them up. We need some more work along that line. We really have the ability in our Association, as has been demonstrated. I am wondering if we couldn't submit to some of the foundations, through our Executive Committee

—at least I would like to see them explore it more—a package deal. This sheet indicates the projects total is $8,700.00 for the next year. Let's ask them about a proposition something like this, $20,000 for the next three years, and go after a package deal of $60,000. They might listen to that where they would laugh at us on $250.00 I'm wondering if we have explored all of the possibilities of the foundations.

PRESIDENT SCRIBNER: Thank you, Percy.

If I may be permitted to comment just briefly on that, I think there is a very good future possibility, dependent on the area of work we investigate. One of the reasons for bringing in some of these men to the last two named conferences was precisely that: that out of it may develop a report worthy of foundation support. I don't know whether they would buy a package deal of the little items that we have here, of concern only to us and not to others in higher education, but we certainly have been investigating and will continue to do it, in the hope that we may receive additional grants that will help us carry on not only the work we are doing now but the work we hope to do in the future.

Is there any other discussion?

MR. ROBERT MCLAUGHLIN (State University of New York): We are not exactly the poorest state in the Union, but the State University is made up of about 27 different units. I personally do not know how many units hold membership nor how many individuals at the different units hold membership, but I do know that it all goes through one budget eventually and it would show, in that unit alone, a $270.00 increase, and I know it would not be looked at favorably. As a matter of fact, when it came to renewing the membership this year in our particular unit, which is at Farmingdale, Long Island, they asked about it, and, of course, we recommended it be done. But I just wonder what would happen when it came at $25.00 a unit multiplied by 27.

PRESIDENT SCRIBNER: Is there any other discussion?

MR. ROLAND H. LEWIS (Florida Christian College): Mr. Chairman, we are a new school. I have been a member of the Association for less than three years now. It was a little bit difficult for me to get the Budget Committee in my school to permit me to come to these meetings. I have attended two. And also the question of the amount that it takes to join is a problem. It seems to me that one of

the greatest services this organization is rendering is to new registrars' offices, new personnel and new small schools. This kind of thing, if it is repeated in other small new schools like it was in mine, is going to make it very difficult for registrars, whose work is considered by their presidents in many new schools to be just a clerical job, anyway, it is going to be difficult for them to get this kind of professional help to build their own schools and their communities.

I am wondering if maybe we won't lose in membership from new schools as much, or nearly as much, as we will gain by increasing the amount of the membership fee.

PRESIDENT SCRIBNER: Thank you very much.

Would the Treasurer like to comment on what he estimates might be the results of this if this change is made? I think he has worked out some figures on that that might be helpful to you.

TREASURER O'BRIEN: Thank you, Al. Well, in trying to come to an estimate of our income for the coming year, we are faced with a bit of a different problem this year because of the impending amendment to the Constitution. We searched our budgetary souls, if there is such a thing, and our financial consciences and we came to the conclusion that obviously there might be expected to be some loss of revenue due to some loss of membership.

Now, that could come from either of two sources, which was another complicating factor. At the president time, according to our Auditor's report, we have listed 1,345 regular members, of whom 94 are in chronic arrears, which gives us a membership, a paying membership, a supporting membership, of 1,251. In the Additional Memberships at $5.00 there are, according to the Auditor's report, 149, less 9 also chronically in arrears, giving us 140.

The question was whether or not we would lose in both areas, that is to say in the areas of the full memberships, or whether the loss would be largely in the area of second or additional memberships.

We then consulted with a number of people, including the accounting firm which audits our books, E. F. Bowen & Company of New York City, and they estimated that it would be safe procedure for us, in trying to come to a reasonable estimate under these conditions of what your anticipated income might be from membership, to figure somewhere in the vicinity of 10 to 15 per cent loss, probably in terms of 15 per cent.

Now, that is merely an estimate. Nobody knows how that will

stand up. Nobody knows whether we will lose more of the secondary $5.00 memberships in the institutions that have the first one in anyway, and it is awfully difficult to determine. At any rate, on the strength of the recommendations of many people whom we have discussed this with in the Association, and considering the history of such things as have happened before as given to us by our accountant, who is of course our financial adviser, we came to the tentative conclusion, which might be subject to revision as events will come up during the year, that a loss of 15 per cent in revenue, not across the board, but 15 per cent of the full memberships and 15 per cent of the additional memberships, would give us an estimated income of about $27,775.00.

That is the basis of estimating the income for this coming year. We may be wrong. We tried to get the best advice we could from people who have been in the Association for a long time, from accounting experts and others, and that was the best estimate we could come up with.

Is that what you wanted me to comment on?

PRESIDENT SCRIBNER: Yes. Thank you very much, Mr. Treasurer.

I wonder if it would be helpful at this time to explain a little more in detail the reasons for this recommendation, and, if I may be permitted to do so, I would like to ask Enock Dyrness, Chairman of Special Projects, to tell you about what the Executive Committee considered before it went into this. We certainly didn't want to increase dues unless we felt it was necessary.

MR. DYRNESS: Mr. President, as Al has said, this matter received very careful consideration and study before the amendment was submitted to the membership for consideration. Mr. O'Brien didn't mention that during this current year we have dipped into our reserves to the extent of $7,000. Now, you can do that for a year or two but you can't operate on that basis and hope to stay solvent. We haven't, as an Association, yet reached the stage where we felt we should be operating in the red. We are a bit conservative; we are a little bit like our Yankee friends; we like to have a little reserve so that if we should run into some bad weather, we won't need to worry too much.

Several times at this convention the contribution of this Association has been mentioned and referred to and we are happy for the contribution which has been made through the various activities of the

Association. I am sure you realize that these activities do cost money and I would like to say just at this point that most of the expense—and I am sure I am correct in this statement—most of the expense of the projects carried on in the name of this Association is not paid by the Association but is carried by the institutions that employ the officers and members who contribute their services to the work of the Association, and I am sure that that situation will continue.

It may interest you to know, for instance, that there are 82 people working on our various special projects, many of them giving hours, yes, even weeks and months of time to the studies on the various projects of the Association.

Now, we feel that we are at this point in our history, at the threshold of new opportunities that we would like to enter into, and unless we have the resources as an Association to do that, it will be necessary in another year or two to curtail our operations. I am not going to bore you, but I am sure you are all familiar with the publications that have just in recent months come from the Association to our membership and have been distributed very widely. Clyde Vroman and his committee have presented this very splendid report and book at our convention to this year, *Secondary School-College Cooperation, an Obligation to Youth.*

This little booklet on machine equipment has, I have been told by many registrars, paid for itself many times over in the help and information that they have been able to get from this.

Just to cite a personal experience, recently we were considering a certain type of duplicating equipment and I suggested that we look into this booklet to see what the committee had found, and the thing that we were considering was found to be unsuitable for our purposes. We didn't need to look further because the information was here. Now, that was a study carried on by Nelson Parkhurst and his splendid committee, which has made a tremendous contribution, not only to registrars but to other administrative officers in our educational institutions.

The Tidal Wave, of course, you are all familiar with. We have distributed now close to 30,000 copies of that.

This little volume on credit giving. I don't know how many registrars would be able to keep house without it. That is published from year to year, bringing us up to date on the institutions in the various states.

This little booklet edited by Miss Deering on *Professional Training* is a forerunner of additional material that will be forthcoming on that.

Then there are our *Transcript Guide,* our *Population Trends,* published preceding *The Tidal Wave,* and many others. Since coming to this meeting you have had a preliminary report placed in your hands on admissions policies and procedures that is a forerunner of a very valuable and I am sure stimulating report that will be forthcoming from that Committee.

Also, we have a committee working actively on the matter of catalogues, and many other area studies are under way and we would like to carry on in the Association on the same high level which has characterized our work in the years gone by. Thank you.

PRESIDENT SCRIBNER: Thank you very much, Dr. Dyrness.

Will there be any further discussion on the motion?

MR. MAHN (Ohio University): Mr. President, would you comment on the method of voting? As I look around here, certainly there is a comparatively small number represented; possibly not over half of the members are represented.

PRESIDENT SCRIBNER: The Constitution provides that the By-Laws may be amended by vote of two-thirds of the members present and voting, provided official notice has been given 30 days in advance of the annual meeting, and that official notice was sent out by the Chairman of the Committee on Constitution and By-Laws. That is the only means we have of amending the Constitution: by a two-thirds vote of the members present at an annual meeting, provided 30 days' notice has been given.

Is there further discussion?

MR. DAMMON (Purdue): Has consideration been given to a graduated scale of fees by size of institution? That is being adopted by a number of organizations as they revise their fees. It is just a point of information.

PRESIDENT SCRIBNER: No special study has been made. It was the feeling of the Executive Committee that the institutional membership fee should probably be the same, because it is not a very large fee. I think the Admissions Counselors charge $25.00; others charge $50.00 and $100.00. This was, we felt, a modest fee in view of present costs.

MR. MACKINNON (M.I.T.): I thought our reserve was about

$20,000 two years ago. It seems to me if that is true—and you can correct me if I am wrong—that we have a cushion to go on, and I think we might go up slowly and not run the danger of freezing out the smaller institutions, because I think that would be unfortunate. The larger institutions can pay the freight and probably will, but I know there are a lot of small institutions that will not join and probably would be frozen out under this sort of radical 66 per cent increase.

MR. ALFRED THOMAS (Arizona State College): I am wondering if the members of the Association in their institutions should not consider comparing the amount of annual dues for this organization with such other organizations as their regional associations, and I might mention even their Athletic Conference dues and such other organizations as that. It seems to me for value received that each of our institutions gets far more in the way of results through the various publications which help us do our work better from this organization than we do from a good many organizations for which the dues are far more than we pay here. It seems to me that $25.00 a year is a token amount for the amount of value that we receive from the organization. I think that would be much more true even for the small organizations or the small colleges than for some of the larger ones.

PRESIDENT SCRIBNER: Is there other discussion on the motion?

MR. CHARLES MARUTH (University of Denver): Mr. Chairman, has the Committee given consideration to deleting the one copy free of charge and charging for the publications as a means of increasing revenue?

PRESIDENT SCRIBNER: Yes, we have and, if you will notice, there are several publications that have a single purchase price and a quantity purchase price. In some publications, however, we felt that with a little assistance such as we have from the American Council on Education—and, by the way, it was not a grant; what they did was to help us by buying several thousand copies at cost, which brought up the total amount to $30,000. Yes, we have, Charles, but there is a limit to that sort of thing. At least, we feel that you want a wide distribution if it is going to do any good, and if you try to get back the cost of the publication by the sale of copies, you may limit the distribution.

Are there any other questions or is there further discussion? In the final analysis, friends, it amounts to a very simple thing, as I see it. You are the Association and it is what you want. If you feel that we

should continue the policy of going into these projects for your sake and your own offices and your own institutions, for the value it will be to deans and presidents and administrators generally, and if you feel that we should keep on in the main stream of our higher education in America and the prestige that results from it, then perhaps you ought to consider the matter of fees so that we do not have to bring the reserve down to the danger point.

I think Mr. MacKinnon mentioned $20,000. We used $7,300.00 last year, and there are other projects coming up that will take more, but, in the final analysis, this is your Association. The Executive Committee will carry out what you want done and if you want to curtail the services and have us go along on our former lines, without any reference to the problems that we have been meeting these past few years, it is up to you. The Executive Committee feels that this increase is necessary if we are to continue at our present projects and our contemplated projects.

Is there further discussion? The question has been called for. All in favor of the proposed amendment, say "Yes." All opposed, "No."

MR. MARUTH: I call for a division.

PRESIDENT SCRIBNER: It requires an affirmative vote of two-thirds of the members present. I will call for a rising vote and we'll have the Secretary count them. All those in favor of the proposed amendment, please rise. All opposed, please rise.

The Secretary reports as follows: 124 Yes; 46 No. Total 170 voting, and two-thirds would be 114 required. According to the vote, the motion is carried.

MR. PERRY (Bradford): Mr. Chairman, I would like to question the Chair in view of the close margin of the vote. Would it be possible to have a written ballot on this particular issue?

PRESIDENT SCRIBNER: I think it would. We were discussing that, since it was so close, and maybe you would like to speak to that, John.

MR. RHOADS: Since I voted for the amendment, I would like to vote for reconsideration of this whole thing. I think the vote is too close considering the number of persons who are here present. Many of our membership cannot even afford to come to the convention and as long as the vote is that close, I would like to move that we reconsider changing the dues at this time.

PRESIDENT SCRIBNER: You have heard the motion. Is there a second?

MR. SMYSER: I'll second it.

MR. MACKINNON: Mr. Chairman, I think those that are questioning the dues are not questioning the desirability of some increase but are questioning the amount of the increase. At least, that is what was in my mind. I don't think we shouldn't increase but I think an increase of 66⅔ per cent is too large at this time, until it is proved that we need that amount. At least, that is in my mind.

PRESIDENT SCRIBNER: There has been a second to the motion to reconsider the original matter. It is now open to discussion.

MR. RHOADS: I don't think that there is any suggestion on anybody's part here, at least I hope not, that the publications and so on that have been given to the Association over the past few years are not what the Association wants. I don't think that is part of the consideration at all. In this motion for reconsideration I was thinking that maybe some compromise could be worked out as to a raise in dues. That is one possibility. Another possibility is for us to continue to operate this year but out of the reserve and then bring it up for consideration at another year, maybe with some other plan, either a graduated fee or a smaller increase in fees, either one. Of course, the budget that we have presented this year is a sizable increase over what we presented last year, but not a sizable increase over what was spent this past year, because we appropriated—I think it was $6,500.00 or $7,000.00 the Executive Committee appropriated out of reserve. Now, there still is enough in the reserve so that if we received the amount in dues that we have received this year, we could still operate the proposed budget. In view of the fact that they don't feel an increase in dues can be voted at this time, I would certainly hesitate to see us cut the budget. In fact, as was indicated from our experience of this year, we had to go into the reserve. There are always items that are coming up that you can't foresee and we have only the really foreseeable items in the budget proposed.

MR. CRANE (Maine): Mr. President, in all our remarks this morning, every one of us is constructive. We want our good work continued. It is merely a question of ways and means. Now, at this point, may I inquire about our parliamentary situation? The vote we have just taken was based upon a two-thirds requirement. Now, the motion to reconsider, if I remember correctly, would be on a majority basis. I do not quite understand what John has in mind but I think I am all for it.

PRESIDENT SCRIBNER: Will you tell him, John? (Laughter)

MR. RHOADS: I think the vote was too close and what I had in mind was that we would rescind the action that we had taken immediately before this, even though the motion had passed. I was hoping that we would rescind the action in view of the large number of people who voted against it.

MR. MAHN (Ohio University): In all of this it seems to me that there are too few here this morning, and that is the situation when this meeting comes at the end of the period and we consider an important matter like this. It possibly brings up the point of whether the Committee on Constitution should not consider amending the Constitution in some manner to provide for a mail-out vote to the membership as a whole, or to provide for a vote nearer the beginning of the convention, when a larger number is present. I sense there is more feeling on that than there is on this particular question of whether or not we need the increase.

PRESIDENT SCRIBNER: Thank you very much. I think that is a very good suggestion.

MISS BARBARA SCHIFF (Rockford University): I believe the Constitution says two-thirds of those present rather than two-thirds of those voting. Is that not the case?

PRESIDENT SCRIBNER: Present and voting.

All in favor of the motion to reconsider, please stand. I think it is obvious. All those not in favor, please rise. The motion to reconsider has been carried. It is now open for discussion.

MR. SMYSER: Mr. Chairman, it seems to me it is very obvious from what has transpired here that we cannot sit here this morning and arrive at a satisfactory solution. The matter has been carefully studied but we still haven't arrived at a solution which is acceptable to a sufficient number of the members, and I don't think we are going to do it between now and adjournment time. I move, therefore, that the matter be tabled until the next convention, the Executive Committee meanwhile to continue its study of ways and means.

PRESIDENT SCRIBNER: You have heard the motion. Do I hear a second?

. . . The motion was seconded by several . . .

All in favor of the motion to table this question until the next annual meeting, please say "Aye." All opposed. I think that is carried, there is no question about that. It is so ordered, and it will be considered again next year.

VIII. Report of the Committee on Resolutions

Your Committee on Resolutions submits the following resolutions:

1. Resolved, That the American Association of Collegiate Registrars and Admissions Officers express its appreciation and thanks to the Officers of the Association for the functions they have performed throughout the year on behalf of the Association: To Robert E. Hewes for his work as General Chairman and to all members of his Committees: To George Bradley and his committee for producing this attractive, interesting and useful volume of the *Conference News* with its new look: and to the members of the Association who have participated in the program of this meeting.

2. Resolved, That the Association express deep appreciation to the guests whose participation has contributed to the success of this meeting: The Reverend Emerson L. Curry, James R. Killian, Jr., Arthur S. Adams, Francis Keppel, Elinor Hughes, The Reverend Dr. Vincent C. Dore, Allen R. Foley, Earl Iffert, Michael Radock, Theodore A. Distler, and the Harvard Glee Club.

3. Resolved, That the Association express its thanks to all exhibitors for their courtesies and services.

4. Resolved, That the Association express its appreciation to the management of the Sheraton Plaza Hotel for the many courtesies afforded the officers and members of the Association throughout this meeting.

5. Resolved, That the Association express its appreciation to the committee on special projects, and particularly to Clyde Vroman and his Committee for the recent publication *Secondary School-College Co-operation; an Obligation to Youth.* And to Nelson Parkhurst and his Committee for the preparation of the report *Machine Equipment for Efficient Office Operations.*

6. Resolved, That the Association thank Katherine Hilliker and her Committee and members of the New England Association of Collegiate Registrars and Admissions Officers for their hospitality.

7. Resolved, That we express our sincere appreciation to William Craig Smyser for his contribution to the progress of this Association, through his work on the *Journal,* first as Advertising Manager, then as book review Editor, and for the last twelve years as Editor. Through his editorial skill the *Journal* has achieved an enviable position among educational publications. He has been generous with his time and untiring in his efforts. All who have worked with him ap-

preciate his friendliness and warm-hearted co-operation, and wish him well in his new office.

8. Resolved, That this Association, in order better to meet the problems of greatly increased enrollment, encourage the strengthening of the regular functions of the United States Office of Education and that Congress be urged to provide additional funds for this purpose. That Congress also give consideration to the establishment of a program of co-operative research to be carried out through the regular operating divisions of the United States Office of Education.

The Committee recommends the adoption of this report and requests the Secretary to send copies of these resolutions to the appropriate persons.

James L. Buford
Katherine George
Ruby McKenzie
John M. Mullins
Willard E. Nudd
Clarice Slusher
Arthur M. Gowan, Chairman

The Report of the Committee on Resolutions was adopted.

IX. The New Honorary Members

Roy W. Bixler

Roy W. Bixler is retiring this year as Registrar of Drake University, where he has been since 1947. He has long been an active member of this Association, and from 1931 to 1936 was Editor of *The Journal*. It was under his Editorship that an Associate Editor was appointed to report the activities of the regional associations, and out of this grew the Association's sponsorship of the regionals under a Regional Associations chairman.

Roy Bixler holds Bachelor's degrees from Culver-Stockton and the University of Chicago, which also awarded his M.A. He holds the Doctor of Education degree from Columbia.

Mr. Bixler was Director of Admissions at the University of Chicago from 1925 to 1937. He served the government from 1939 to 1947 in various capacities, such as Field Representative for the Student War Loans Program of the U. S. Office of Education; Regional Chief of the Division of Surplus Property Utilization; and Chief Educational Officer in the Veterans Educational Facilities Program.

Roy is the author of numerous monographs, articles, and books, of which the latest is "The Administration of Nursing Education," which was written jointly by himself and Mrs. Bixler.

AACRAO is proud to add the name of Roy Bixler, whose contributions to higher education have been so many and so significant, to her roster of honorary members.

Arthur H. Larson

Arthur H. Larson of the Eastman School of Music of the University of Rochester, will retire in September, 1955, after serving as Secretary-Registrar in the Eastman School of Music since 1929. His high school education was completed in Winnebago, Minnesota, and his college work was completed at Carleton College where he received a Bachelor's degree in 1914. Graduate work at the University of Kentucky was rewarded with a Master's degree in 1929. Art holds membership in Delta Sigma Rho and Phi Delta Kappa. He served the rural schools in Sherburn, Minnesota, and was a high school instructor and then Registrar and Instructor at the Northwest School of Agriculture of the University of Minnesota at Crookston, except for the time that he served the U. S. Ordnance Department as Chief Inspector of Ordnance and for the time that he served the Illinois Powder Company as Chief Chemist.

Art Larson has been most active in the American Association of Collegiate Registrars and Admissions Officers. He served as President of this Association from 1941 to 1942. The committee assignments and offices which he has held in the Association in addition to his service as President have made him a familiar and friendly figure at every national meeting. He has been active and has given many services to the Middle States Association in which Association he has been a source of inspiration and help to many new Registrars.

His services and contributions to the Eastman School of Music at the University of Rochester have won him a permanent place in the hearts of the graduates of that institution. He has the respect and admiration of students and alumni and colleagues of the Eastman School of Music as well as of his fellow Registrars and Admissions officers. We salute him as a distinguished member of his profession and as a man of the highest integrity who has given untiring and devoted service to his institution and to this Association.

William L. Mayer

William Lyndon Mayer, "Mr. Mayer," as he was known to his many friends in the Association, retired because of ill health from his work at North Carolina State College on August 31, 1954 after 32 years of diligent, loyal, wise, and contributing service to his college, this Association, and to education in the South. He came to State College in 1922 as professor of Education and served as Director of Registration from 1928. He served four Presidents of his college and saw it grow from 1,700 students to an all-time high of near 6,000.

Mr. Mayer was born in Durhamville, N.Y. on August 26, 1894, was graduated from Cornell University in 1919, earned his Master of Science from North Carolina State College in 1928, and carried further graduate study at Cornell in 1921 and 1922.

Mr. Mayer was Dean of North Carolina Registrars; served as beloved confidant and counsellor for new registrars; and was President of the State Association. His efforts were equally given to the Southern Association of College and University Registrars and to the National Association. His chief contribution to the American Association, aside from committees and panels, was through his challenging direction of "The Question Box" at annual meetings.

His work with the Southern Association of Colleges and Secondary Schools is of particular moment through his efforts as Secretary for 8 years of the Association's Committee on Curricular Problems and Research.

He is a leader in his Baptist Church on his college campus, serving as deacon and Sunday School teacher; a member of the Lions Club; and a worker for youth through the Y.M.C.A. Camps for boys.

At his own college he was a member of the Faculty Council, Purchasing Agent, faculty advisor, and member of the Board of Student Publications responsible for all student publications and the radio station of the college.

Before coming to State College, Mr. Mayer was with the Texas A & M Agricultural Experiment Station and was an agriculture teacher and school administrator in Texas.

No mention of Mr. Mayer should fail to include Mrs. Mayer who accompanied Mr. Mayer always to the annual meetings, and was equally loved by members of the Association. They are living now in Clearwater, Florida.

In recognition of Mr. Mayer's contributions to the advancement of his profession, for his wide services to education in general, and for his unselfish, Christian citizenship, he is made an Honorary Member of the American Association of Collegiate Registrars and Admissions Officers.

Raymond Walters

Raymond Walters, educator, author, registrar, and college president, born in Bethlehem, Pa., was educated at Lehigh University with B.A. and M.A. degrees; in newspaper work from 1907 to 1911; instructor and assistant professor at Lehigh 1911 to 1921 as well as registrar during these years; English teacher at Swarthmore College 1921 to 1932, and President of the University of Cincinnati since 1932. Nine institutions of higher learning have awarded him honorary degrees including Swarthmore, Northwestern, University of Chattanooga and University of Toledo. Member of Phi Beta Kappa, Pi Delta Epsilon. He served with the rank of Captain in World War I (1918 to 1919) in Central Officers Training School at Camp Zachary Taylor, Kentucky.

He was Secretary of AACR from 1921 to 1922. Since 1919 Dr. Walters has reported annually the enrollment figures of American Universities and Colleges and, while not an active registrar for many years, his assembling of the statistical data on college enrollments qualifies him as a practicing registrar without the title. He has served in various capacities on the staff of *School and Society* since 1921. During his active years as teacher, administrator and editor he found time and energy to write several books and to contribute more than 350 articles on educational and literary subjects to magazines and professional journals. In addition, he served on important committees, many times as chairman. These included, Chairman of the Committee on Standards of the American Council on Education and President of the Association of Urban Universities. Through his speeches and professional articles on educational matters he has made significant contributions to the progress of higher education in America. It is for these services, not only as a past registrar, but as teacher, author, administrator, statistician and educator that the Executive Committee elects President Walters to Honorary Membership in AACRAO.

REGISTRATION OF MEETINGS
1910-1955

Registrations	*Year*	*Place*	*President*
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College (Chairman)
30	1911	Boston	*A. H. Espenshade, Pennsylvania State College (Chairman)
38	1912	Chicago	*A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	*J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	*G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	*A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington	Ezra L Gillis, University of Kentucky
118	1922	St. Louis	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder	*T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis	G. P. Tuttle, University of Illinois
214	1927	Atlanta	*R. M. West, University of Minnesota
253	1928	Cleveland	Ira M. Smith, University of Michigan
119	1929	Seattle	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis	*E. J. Grant, Columbia University
252	1931	Buffalo	J. P. Mitchell, Stanford University
282	1932	Chicago	R. N. Dempster, Johns Hopkins University
266	1933	Chicago	J. G. Quick, University of Pittsburgh
219	1934	Cincinnati	*F. O. Holt, University of Wisconsin
245	1935	Raleigh	K. P. R. Neville, University of Western Ontario
309	1936	Detroit	*Alan Bright, Carnegie Institute of Technology
285	1937	Kansas City	*J. R. Sage, Iowa State College
334	1938	New Orleans	Fred L. Kerr, University of Arkansas
442	1939	New York	Edith D. Cockins, Ohio State University
325	1940	St. Louis	William S. Hoffman, The Pennsylvania State College
404	1941	Chicago	J. C. MacKinnon, Massachusetts Institute of Technology
316	1942	Chicago	A. H. Larson, Eastman School of Music
381	1944	Chicago	*J. R. Robinson, George Peabody College
285	1946	Atlanta	Ernest C. Miller, University of Chicago

380	1947	Denver	S. Woodson Canada, University of Missouri
622	1948	Philadelphia	Carrie Mae Probst, Goucher College
586	1949	Columbus	R. Fred Thomason, University of Tennessee
419	1950	San Francisco	R. E. McWhinnie, University of Wyoming
348	1951	Houston	Elwood C. Kastner, New York University
702	1952	Washington	John E. Fellows, University of Oklahoma
588	1953	Minneapolis	Emma E. Deters, University of Buffalo
651	1954	St. Louis	Ronald B. Thompson, Ohio State University
764	1955	Boston	Albert F. Scribner, Valparaiso University

MEMBERSHIP OF THE ASSOCIATION, 1914-1955

Year	*No. of Members*	*Year*	*No. of Members*
1914	62	1937	722
1915	100	1938	756
1916	223	1939	784
1917	140	1940	790
1919	177	1941	802
1920	194	1942	823
1922	210	1943	814
1924	299	1944	874
1925	331	1945	969
1926	384	1946	1054
1927	504	1947	1200
1928	622	1948	1181
1929	696	1949	1245
1930	749	1950	1380
1931	754	1951	1438
1932	720	1952	1483
1933	705	1953	1452
1934	671	1954	1537
1935	671	1955	1598
1936	699		

Reported to Us

M.M.C.

Mr. John C. Hoekje, dean of administration-registrar at Western Michigan College, retires this year. Mr. Hoekje came to Western in 1916 as a teacher of education; in 1921 became registrar and in 1945 dean of administration-registrar. He has held many of the important jobs on the campus, only relinquishing them as the college grew large. He graduated from the Fremont high school (1902) and Hope College (1906). He began his teaching career at Sioux Center, Iowa, as superintendent of schools, then moving to Zeeland as superintendent in 1910. In 1913 he advanced to Grand Haven as superintendent and came to Western from there.

The appointment of Clayton Maus as registrar at Western Michigan College has been announced. He will take up his new duties July 1 following the retirement of John C. Hoekje as dean of administration-registrar. Mr. Maus came to Western Michigan College in 1942 as a biology instructor and freshman coach. In the fall of 1947 he was named track and cross country coach and director of intramural program, and devoted his classroom teaching to physical education. In February 1953 he was advanced to the assistant registrar's office leaving athletics altogether. He is a graduate of Ashland, Ohio, College in 1933 and received his master of science degree from the University of Wisconsin in 1952. He has also studied at the University of Colorado and the University of Michigan.

Friends of Ira M. Smith, Registrar-emeritus of the University of Michigan, will be interested to know that more than 500 young people and their parents have interviewed him in his role as admissions consultant since last July. Mr. Smith's interviews are free and there is no attempt to place a student in any specific college or university. These interviews are sponsored by the Ann Arbor Savings and Loan Association. The students he has interviewed to date have been mostly from Southeastern Michigan outside of Ann Arbor. Late in March he extended his services to those all over the state of Michigan and later on he expects to operate on a nationwide basis.

Ezra L Gillis, registrar of the University of Kentucky from 1910 to 1937, was honored by the Kentucky Archaelogical Society in January. Professor Gillis was presented a "Charter Key" in recognition of 23 years of active membership in the society. He became director of the University's Bureau of Source Materials in Higher Education upon his retirement as

registrar in 1937. In 1950 Professor Gillis was winner of the University's Sullivan Medallion award, a presentation made each year to the Kentuckian selected as the "outstanding citizen of the year."

In March 1955 the largest foreign language contest ever held on the Pacific Coast was conducted by Occidental College. Contests were held in Latin, Spanish, French, and German with prizes awarded for comprehensive speaking, poetry reading, dramatic production, and foreign language scrabble. The prizes included books, ancient Roman coins, works of art, and foreign language records. A thousand high school language students competed in the contest.

Western Michigan College and Michigan's other three colleges of education under the state board of education will advance their tuition for the fall semester of 1955. According to Dr. Paul V. Sangren, WMC president and chairman of the Michigan Council of state College Presidents, the rate for students residing in Michigan will increase $20 a semester, and students from other states will pay $30 a semester more. The increases are effective September 1, 1955. This will bring the resident tuition rate to $90 a semester and the non-resident to $137.50. Similar increases are also noted in graduate studies and for the 1956 summer session.

The first non-credit liberal arts school for adults in the country, The Whittier College Liberal Arts Center for Adults, now has 180 paid registrations.

Enrollment for this first full-scale program offered by the Center will continue to increase since two of the seven programs do not begin until March.

Although 120 took part in the experimental program last semester, the increase to 180 this semester is especially significant since that is the first time tuition has been charged. Tuition is $12 for individuals and $18 for couples. There was no tuition charged last semester.

There are no educational prerequisites and the following range of occupations are represented in the present courses: contractors, housewives, bank presidents, insurance men, secretaries, teachers, salesmen, lawyers, engineers, retired citizens, ministers, manufacturers, plumbers, machine welders, and physicians.

No teachers or lecturers are present in the non-credit courses, and individuals within the group take turns in leading the informal discussions. Long homework assignments and textbooks are eliminated in favor of films, recordings and brief essays which establish a common frame of reference.

The "World Affairs" program presently appears the most popular as

four discussion groups have formed for this program. "Jefferson and Our Times" and "Ways of Mankind" come second with three groups having formed in each of these. Only one group has formed in the "Ways to Justice" program. The average group has about 18 in it.

"Your Money and Your Life" and "You and Your Community" are the two programs that will start in March.

Groups are presently meeting in Downey, Fullerton and Whittier at the YMCA, the YWCA, the Center on the Whittier College campus and in private homes. Each discussion group meets in the evening once a week.

This pioneering venture in adult education, which seeks to develop a free and responsible citizenship through informal discussion groups, was made possible at Whittier College in November by a grant from the Fund for Adult Education, an independent organization established by the Ford Foundation.

Two workshops to be conducted in Israel this summer by the New York University School of Education will enable present and future American educators to make a first-hand study of the new democracy.

The "Graduate Workshop in the Land of the Bible" for college teachers of Hebrew and Biblical studies is sponsored by the School's department of Hebrew culture and education in co-operation with the National Association of Professors of Hebrew.

Registration in the specialized and intensive professorial program is limited to 12. Registrants will study the past and present land of the Bible against the background of its language, literature, archaeology, educational system, and governmental and cultural institutions.

The "Workshop in Modern Israel's Life and Culture," for undergraduate and graduate students, will be conducted by the department of Hebrew culture and education in co-operation with the Consulate General of Israel in New York and the Katznelson Institute of Social Science in Israel. Participating in the course's daily seminars will be outstanding leaders of Israel's political, economic, and educational life. The study of basic and advanced Hebrew during the program is optional.

Registrants in both programs also will take field trips for on-the-spot study of Israel's geography, archaeological excavations, cities, and co-operative and collective agricultural settlements.

The workshops will be held simultaneously for a six-week period, from July 3 to August 12. Six points of university credit, transferable to other universities, can be earned in each.

Professor Abraham I. Katsh, chairman of the department of Hebrew Culture and Education, and executive chairman of NYU's Jewish Culture Foundation, is director of both workshops. Additional information or

applications for registration can be obtained from him at New York University, Washington Square, New York 3, New York.

A new program of studies for persons who intend to work among the country's Spanish-speaking citizens begins this fall at New York University's Washington Square College of Arts and Science.

Believed to be the first of its kind at any university in the United States, the program will combine pre-social work training with courses in the Spanish language and civilization. It is designed especially for students who are planning careers in social welfare with private and public social and health agencies.

In announcing the project, Dean Thomas Clark Pollock of Washington Square College stated that it is a joint endeavor by two of the College's departments, one specializing in sociology and anthropology and the other in Spanish and Portuguese.

Students will be able to spend three hours or more a week gaining voluntary laboratory experience as group leaders, case work aides, hospital aides, translators, and escorts with Spanish-speaking groups. Laboratory work in Puerto Rico will be offered on a credit basis for upperclassmen, with some specially qualified students receiving scholarships from the University of Puerto Rico. A major aim of the program will be "to break down the barriers created by a lack of understanding of the language and culture patterns of Spanish-speaking Americans." The health or social worker who is unable to comprehend their social pattern or the changes they face in trying to adapt an old culture like that of Puerto Rico to a New York environment is at a marked disadvantage. The four-year program leads to the bachelor of arts degree. Three fundamental courses deal with cultural backgrounds, oral Spanish, and Spanish and Spanish-American Civilization. Students who already speak Spanish well may substitute other social science courses.

Designed to acquaint the citizens of Colorado with impending enrollment increases in the seven state-supported institutions of higher learning, a motion picture telling the story of the college population crisis in the state has been produced by the Presidents' Association of the schools. Titled "The Challenge," the 16-millimeter sound-color film is available now to schools, service clubs, civic groups, and television stations throughout the state, according to Dr. John Vanderbilt, president of the Colorado School of Mines and chairman of the President's Association. "The Challenge" was filmed on the campuses of the seven state schools. The film is part of the presidents' program to bring to the people of Colorado the story of the "rising tide," the tremendous enrollment increases facing the colleges and universities in the next few years. With 16,720 students in classes

now, these schools expect over 29,000 by 1965, an average increase of 1,200 a year for the next 10 years.

Purdue University will institute advance registration for freshmen to be admitted September 1955, according to an announcement made here. From June 13 to August 5 the opportunity will be provided for new students to spend "a-day-on-the-campus" at their convenience (exclusive of Saturdays, Sundays and July 4) for the purpose of completing important business that will prepare them in advance for the beginning of classes on September 22. A typical registration day will proceed as follows: The prospective freshman will take placement tests during part of the day. A conference will be held with the program adviser in the school in which the student will enroll. Parents who accompany new students will be invited to an afternoon discussion session with representatives of the Director of Admissions, Registrar, Dean of Men, and Dean of Women. Arrangements can be made for the student's living accommodations. On or about September 1, a fee statement will be sent to the new student and he can pay his fee by mail, eliminating more hours of standing in line. As soon as the fee payment is received, the University will send the new student his fee receipt and his schedule card for the first semester, which will show the courses assigned and the daily schedule. Orientation for freshmen will begin at 8 p.m., Sunday, September 18. The program will acquaint the student with the campus, staff members, activities, customs, etc. All students not taking advantage of the advance registration during the summer, will be required to report on Wednesday, September 14, four days earlier than the student with completed registration.

Every University of Akron student will receive a well-rounded education in the arts and sciences, as a result of an integrated four-year program which will become effective at the University in September 1955. The result of several years of study and research, the revised program of general education will become a requirement of graduation for every student entering the University beginning with the fall term. The program calls for acquainting each student with communication skills, reasoning and understanding science, and personal development. It also provides for a knowledge of United States institutions and western cultural traditions. General Education subjects will account for approximately one-fourth of the college work necessary for graduation. The General Education committee lists the following objectives for the program.

Area 1: To insure that college graduates will be able to read and speak intelligently and effectively, and to use mathematics.

Area 2: To enable the student to think accurately, and to understand the

principles used in science as illustrated in the study of the natural phenomena.

Area 3: To permit the student to develop an intelligent and constructive standard of personal behavior and become a responsible member of society, through the understanding of past human experiences.

Area 4: To enable the student to understand human relations through a descriptive and analytical study of United States institutions.

Area 5: To help the student acquire knowledge involved in maintaining and improving physical and emotional well-being and personal relationships, including those concerned with his family, his home and his job.

Foreign study, started eleven years ago, will not be offered by the University of Houston this summer. The abolition of degree credit for such off-campus work is part of the general program which led to accreditation, General A. D. Bruce, University president stated.

The international study centers were located at the University of Mexico in Mexico City and at the Sorbonne, University of Paris. "The University still encourages foreign travel for its students," explained Dr. H. J. Sawin, dean of the graduate school. "But such travel should count as partial fulfillment of degree requirements for language majors, just as field trips are expected of geology students."

He added that prominent eastern colleges favor rounding out the student's education in this way, but do not give actual hours of credit. Discontinuation of the program is part of a move toward consolidation which will, in time, eliminate other off-campus courses as well. Only five towns still offer the program, which was set up predominantly to serve teachers in outlying areas.

"The saturation point has been reached in number of students available to take the courses," comments Dr. Arvin N. Donner, professor of education. A Texas Board of Education ruling limits the amount of work which can be done for credit through transfer or extension.

Library facilities are limited and, Dr. Donner added, "Our philosophy will be to concentrate more of our offerings on the campus proper."

The National Tape Repository, established officially on the Kent State University campus recently, serves the nation's educational system as a clearing place for the best educational tape recordings in the United States. According to Dr. Ralph H. Hall, director of the project, fourteen educational organizations have selected what they regard as their best programs and have deposited master tapes in the national repository so that duplicate recordings may be made upon request.

The new service makes it possible for any school system in the U.S. to

have copies of educational programs for use in classroom work. Teachers can obtain copies of any master by sending a reel of blank sound-recording tape to the repository, along with an order blank for the particular program desired.

A Dental School will be established on the Teaneck campus of Fairleigh Dickinson College, according to an announcement today by Edward T. T. Williams, chairman of the Board of Trustees of the college. It is planned to open the school in 1956.

Plans for the laboratory and clinical facilities of the school will be incorporated in the new science building which has been commissioned by the Board of Trustees. The facilities will include a dental clinic, a children's clinic, a diagnostic department, x-ray, surgery, anesthesia, visual education, oral hygiene, prosthetics, plaster and polishing laboratories, special clinic facilities, biochemistry and physics laboratories and student locker rooms. A gross anatomy laboratory will be put in a separate building, and the dental library will occupy a special wing of the present library building.

The New Jersey State Board of Registration and Examination in Dentistry has already approved both the curriculum of the School of Dentistry and the syllabi of the various courses. The first entering class will be limited to 35 students. The standards of the school will be guided by the standards of the Council on Dental Education of the American Dental Association, and of the State Dental Board. Applications will be processed on the basis of tests given by the Council on Dental Education, and the pre-dental scholastic attainment of the applicant.

Beginning in September 1955 the journalism curriculum at Fairleigh Dickinson College will be a four-year course leading to a Bachelor of Arts degree. During the first two years students will follow a liberal arts curriculum and participate in the journalism workshop.

The major courses in journalism will be offered to juniors and seniors. Required journalism courses for juniors will be introduction to journalism, news writing and creative writing, public relations, and magazine or journalism workshop. Journalism seniors will meet certain liberal arts requirements, and will take copyreading and headwriting, libel, magazine or journalism workshop, advanced reporting, and newspaper management. Electives will be available in a number of fields including advertising, languages, radio and TV workshop, English and social sciences.

Students enrolled in the current two-year journalism curriculum will complete their courses, but this curriculum will not be offered after the present first year class finishes its requirements.

A grant of $50,000,000 to be given to faculty members of the nation's private colleges and universities was announced recently by the Ford

Foundation for the Advancement of Education. Henry Ford 2nd, chairman of the board, revealed plans for an advisory committee made up of educators and business men to determine the scale of percentages of grants and to recommend specific grants.

The basic aim of the appropriation is to pay college and university teachers more, make their profession more attractive and thus maintain the highest level of education. Each institution to which a grant is offered will be asked to increase it on a percentage basis with funds obtained from other sources.

A foundation spokesman suggested that a "percentage increase to last a long time" was the aim. Most of the grants will go into special endowments earmarked for salary increases. The announcement made by Ford said, in part, "All the objectives of higher education ultimately depend upon the quality of teaching. In the opinion of the Foundation trustees, private and corporate philanthropy can make no better investment of its resources than in helping to strengthen American education at its base—the quality of its teaching."

The General Electric Corporation has initiated a unique plan for the subsidy of colleges and universities by big business. According to the program, General Electric will match any gifts made to accredited institutions by their employees with money drawn from the company's Educational and Charitable Fund.

The new plan, known as the Corporate Alumnus Program, became effective recently. It stipulates that contributing employees must have at least a year's service with the General Electric Company, that the contribution must be an actual gift and not merely a pledge, and that it must be made to an accredited college or university, in the United States, of which the contributor is an earned degree holder.

In announcing the plan, Philip D. Reed, chairman of the Board of Directors and one of the Fund's Trustees, said the plan "is thought to be unique in business-education circles, because it provides for joint participation in the giving program by individual employees who are college graduates, and by the Educational Fund.

"The plan is," he said, "frankly an experiment, arrived at after long consideration of the whole subject of business support for higher education."

General Motors Corporation has announced the names of 306 colleges and universities that will share in a new program of financial support. Benefits of the program, in the form of scholarships and grants, will accrue to 107 private and 39 public institutions in 38 states. Two hundred and fifty scholarships will be awarded to these 146 colleges and universities

under a formula by which each school that has twenty or more graduates employed by GM will receive a scholarship.

A maximum of five scholarships a year, reaching a total of 20 in the fourth year of the program, will be available to any one institution. The colleges are given a free hand in choosing students of high scholastic ability and leadership potential to receive scholarship awards.

The second part of the program will consist of 100 additional scholarships that will be awarded annually in a national competition. Recipients —at least one from each state—will be permitted to select any accredited college or university. Competitive examinations will be conducted for graduates of public and private schools by the Educational Testing Service of Princeton, N.J.

The last phase of the program is the foundation plan, under which General Motors will make unrestricted grants of $1,000 to all foundations representing colleges and universities in New England and five other states: Indiana, Michigan, New York, Ohio, Pennsylvania.

Membership in these foundations is held by 133 private colleges and universities, of which 102 are in addition to those participating directly in the General Motors college scholarship plan. The United Negro College Fund will receive a grant of $35,000 to be used for operating expenses of 31 Negro colleges.

Harlow H. Curtis, president of General Motors, said that the new program will cost in the neighborhood of $2,000,000 the first year, which should increase to $4,500,000 in four years.

For a number of years, the Institute of International Education has conducted an Annual Survey of Foreign Professors, Instructors and Lec-

Two graduate assistantships are available in the Office of Director of Admissions and Registrar at the State University of Iowa. The assistantships are granted students who are interested in being candidates for the master's degree. In most instances, the required work is done in this office and usually most of the data required for the thesis for the advanced degree is compiled from records maintained by the Registrar. The assistantships offer an unusual opportunity to graduate students who are interested in becoming Directors of Admissions or Registrars. The appointments carry full fee and tuition remission and a stipend of $100 per month. Individuals interested in appointments of this type should contact Ted McCarrel, Director of Admissions and Registrar, State University of Iowa, Iowa City, Iowa.

turers in the United States to provide information for the recruitment of personnel for speaking and lecturing assignments. Last year's results showed that 503 foreigners were serving on the faculties of institutions of higher education in the United States during the 1953-54 academic year.

Ernest C. Whitworth, who has been Director of the Commission on Accreditation of Service Experience of the American Council on Education, joined the staff of the Educational Testing Service on July 1st. Mr. Whitworth was Chairman of the Committee on Regional Associations and a member of the Executive Committee of AACRAO from 1951 to 1955. His numerous friends in the Association will be glad to know that he plans to keep up his membership and his attendance at Association meetings.

Regional Associations

THE NORTH CAROLINA ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The thirty-first annual meeting of the North Carolina Association of Collegiate Registrars and Admissions Officers was held November 4, 1954, at the Hotel Robert E. Lee in Winston-Salem. Dr. Orval L. Phillips, Registrar at East Carolina College and President of the Association, presided.

The meeting was opened with the invocation by Mr. Fred Sandusky, Dean of Wingate College, followed by the introduction of members present.

Mr. Roy Armstrong, Director of Admissions of the University of North Carolina, presented a report on the national convention in St. Louis, and called attention to the meeting of the Southern Association of College and University Registrars to be held in Louisville, Ky., on December 1. Mr. Ray Strong, of the Central Records Office of the University, discussed the booklet on office machine equipment issued by the national association, and explained the various ways in which the addressograph machine is used at the University. Dr. J. E. Hillman, Director of Certification, State Department of Education, discussed transcripts as they applied to the state certificate application blanks. This was followed by a question and answer period conducted by Mr. N. P. Yarborough, Registrar of High Point College.

Dr. Enock C. Dyrness, Chairman of the Committee on Special Projects of the American Association of Collegiate Registrars and Admissions Officers and Registrar at Wheaton College, spoke to the association on "The Impending Tidal Wave of Students", an interesting and informative illustrated talk.

After a brief intermission, the meeting was reconvened for luncheon, at which time Dr. Dyrness brought greetings from the national association and, in a challenging address, pointed out the necessity of colleges preparing now for the years ahead. A special guest, Dr. Robert B. House, Chancellor of the University of North Carolina, entertained briefly with his ever-popular harmonica selections. Mr. Armstrong paid tribute to Mr. W. L. Mayer, who recently retired as Director of Registration at N. C. State College, citing his fine contributions to both the state and national associations.

Officers elected for 1954-55 are: President, Mr. E. B. Weatherspoon, Director of Admissions, Duke University; Vice-President, Dean A. R. Burkot, Campbell College; Secretary-Treasurer, Miss Margaret Simpson, Salem College.

Respectfully submitted,

MARGARET SIMPSON, *Secretary*

MICHIGAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The annual meeting of the MACRAO held in Detroit on December 1 and 2, 1954, was very worthwhile. One session on admission problems, scheduled for 75 minutes, was so interesting and the discussion so enthusiastic that it lasted for 150 minutes. Some of the sessions were held jointly with the Michigan Secondary School Association which met at the same time.

The joint High School-College Relations Committee of the MSSA-MACRAO presented reports of the four subcommittees:

1. High School Rank, Units and Graduation Requirements
2. Uniform Personnel and Scholastic Record Forms
3. Registration Procedure, Orientation Program, Class Placements and Counseling
4. Scholarships

Kermit Smith, Assistant Registrar at Michigan State College, was elected President of MACRAO for the year 1954-1955.

On March 1st, the joint High School-College Relations Committee met at East Lansing and, after a thorough discussion of current problems, appointed the following five sub-committees:

1. Admission and graduation requirements
2. Scholarships
3. Reports, records, office procedure and follow-up
4. Testing
5. Articulation of subject matter and counseling

Respectfully submitted,

EVERETT L. MARSHALL
MACRAO Representative to
41st Annual Meeting of AACRAO

HIGH-SCHOOL-COLLEGE RELATIONS COMMITTEE REPORT AVAILABLE

Those who attended our annual meeting held in Boston last April received a copy of the report of the intensive study made by the Committee on High-School-College Relations and published under the title *Secondary School-College Co-operation, An Obligation to Youth.* The following information is provided mainly for those of our members and friends who have not become familiar with the report.

This publication is a six-by-nine book of 130 pages and is the culmination of five years of work by an official subcommittee of the Special Projects Committee of AACRAO. Copies of the report are being mailed to all members of the Association who did not receive their copies in Boston.

The Association underwrote the cost of the initial printing of two thousand copies for its members. Therefore, additional copies are available at the low cost of additional printing. Single copies cost 35 cents each; more than 25 copies may be had for 30 cents each. Orders should be addressed to the Secretary of the Association.

Various institutions and national organizations already have ordered from five to eight hundred copies. It is suggested that members of AACRAO decide if they wish additional copies for use in their institutions or with the schools they serve and place their orders promptly. The above low price can be assured only as long as the present supply lasts.

Members of the Association who have been following the work of the Committee on High-School-College Relations during the past several years will be interested to know that Claude Simpson, Director of Admissions and Registrar of the State College of Washington, will be chairman of the Committee for the coming year. The Committee will continue to be very active and will strive to continue its service to the Association.

CLYDE VROMAN, *University of Michigan*

American Association of Collegiate Registrars and Admissions Officers

Committee Assignments

1955-56

EXECUTIVE COMMITTEE

John M. Rhoads, President ..... Temple University
William C. Smyser, First Vice-President ..... Miami University
Charles E. Harrell, Second Vice-President ..... Indiana University
Florence Brady, Secretary ..... Occidental College
E. Vincent O'Brien, Treasurer ..... Fordham University
Samuel A. Nock, Editor ..... Pace College
Enock C. Dyrness, Chairman, Committee on Special Projects ..... Wheaton College
Clyde Vroman, Chairman, Committee on Regional Associations ..... University of Michigan
Albert F. Scribner, Past President ..... Valparaiso University

BUDGET COMMITTEE

Albert F. Scribner, Chairman ..... Valparaiso University
John M. Rhoads ..... Temple University
William C. Smyser ..... Miami University
E. Vincent O'Brien ..... Fordham University

CONSTITUTION AND BY-LAWS

Roy Armstrong, Chairman ..... University of North Carolina
Percy F. Crane ..... University of Maine
Leonard G. Nystrom ..... Southern Methodist University
Inez Frayseth ..... St. Olaf College
Eugene Mittinger ..... John Carroll University
Hattie Jarman ..... Teachers College, Columbia, Univ.

COOPERATION WITH GOVERNMENTAL AGENCIES

R. F. Thomason, Chairman ..... University of Tennessee
Elwood C. Kastner ..... New York University
George Tuttle ..... University of Illinois
Richard L. Tuthill ..... Duke University

DELEGATES TO THE AMERICAN COUNCIL ON EDUCATION

Albert F. Scribner ..... Valparaiso University
John M. Rhoads ..... Temple University
William C. Smyser ..... Miami University
Samuel A. Nock (Alternate) ..... Pace College
Ronald B. Thompson (Alternate) ..... Ohio State University

HONORARY MEMBERSHIP

Florence Brady, Chairman (ex officio) ..... Occidental College

Roy Armstrong ..... University of North Carolina
J. Anthony Humphreys ..... Woodrow Wilson Junior College
B. Hopkins Moses ..... Yale University
William C. Pomeroy ..... University of California, Los Angeles
Catherine R. Rich ..... Catholic University of America

EVALUATION AND STANDARDS

R. E. McWhinnie, Chairman ..... University of Wyoming
Elsie Brenneman ..... Illinois State Normal University
Irene M. Davis ..... Johns Hopkins University
Ellen L. Deering ..... College of the Pacific
D. B. Doner ..... South Dakota State College
J. Everett Long ..... West Virginia University
James Hitt ..... University of Kansas
Emma Deters ..... University of Buffalo
Enock C. Dyrness (ex officio) ..... Wheaton College

NOMINATIONS

Ronald B. Thompson, Chairman ..... Ohio State University
George Tuttle ..... University of Illinois
Ellen L. Deering ..... College of the Pacific
William Adams ..... University of Alabama
Elwood C. Kastner ..... New York University

PUBLIC RELATIONS

Alfred Thomas, Jr., Chairman ..... Arizona State College
Herbert Williams ..... Cornell University
Stanley Ward ..... University of Michigan
B. Hopkins Moses ..... Yale University

RESOLUTIONS

Harvey Hall, Chairman ..... Stanford University
Robert W. Tripp ..... Mt. Union College
Arthur M. Gowan ..... Iowa State College
Maurice J. Murphy ..... Duquesne University
John A. Hunter ..... Louisiana State University
Otis H. Milam, Jr. ..... Fairmont State College
Robert Hewes ..... Massachusetts Institute of Technology

SPECIAL PROJECTS

Enock Dyrness, Chairman ..... Wheaton College
Ethelyn Toner (General) ..... University of Washington
Samuel Nock (General) (ex officio) ..... Pace College
Ted McCarrel (General and Credit Evaluation) ..... State University of Iowa
Robert Mahn (Glossary) ..... Ohio University
George Miller (Admissions Policies and Practices) ..... Wayne University
D. T. Ordeman (Handbook) ..... Oregon State College
Claude Simpson (High School-College Relations) ..... State College of Washington
N. M. Parkhurst (Machine Equipment) ..... Purdue University
Howard Shontz (Transcript Adequacy) ..... University of California
Oliver Wagner (Office Forms) ..... Washington University

Herman Spindt (Foreign Student Evaluation) .....University of California
C. O. Williams (Catalogues) .....Pennsylvania State University
Ronald B. Thompson (Enrollment Trends and Space Utilization) .....
.....Ohio State University

STUDENT RETENTION AND WITHDRAWAL STUDY

R. F. Thomason, Chairman .....University of Tennessee
Irene M. Davis .....Johns Hopkins University
Edward G. Groesbeck .....University of Michigan
Rebecca C. Tansil .....Maryland State Teachers College
Joseph Connor .....Georgetown University
Enock C. Dyrness (ex officio) .....Wheaton College

Placement Service

Under its Committee on Evaluation and Standards, the AACRAO maintains a Placement Service, which serves as a clearing house for those seeking employment or those with vacancies to fill. This service is under the direction of J. Everett Long, West Virginia University, Morgantown.

The registration fee is $3.00, which includes one publication on this page. Persons listing their names with the Placement Service should send with their application for listing a copy of the advertisement (limited to 50 words) which they wish to insert. For additional insertions beyond the first the charge is $1.00 per issue. Remittance in full in favor of the American Association of Collegiate Registrars and Admissions Officers should accompany the application.

Application for listing, and inquiries about advertisements, should be directed to Mr. Long at the address given above, or to the Editor.

Neither the Association nor its Committee is an employment agency, and neither assumes any obligation as to qualifications of prospective employees or responsibility of employers. It is expected that at least some reply will be made to all those answering announcements.

POSITION SOUGHT: Background teaching, guidance and counseling; college level since 1940; working toward Doctor of Education degree at University of Southern California; major Guidance and Counseling—Field Work in Registration and Admissions; experience also as employee in Registrar's Office and Office of Admissions. Woman, 55. Address MS, care Editor (2/3)

POSITION WANTED: Teaching, administration, research or combination thereof. Five years in admissions and registration. Sixteen months performing duties as head of office. Considerable course work and experience in testing, counseling, secondary education. Much experience in college—high school relations. Thirty year old Protestant. File available. Address FHS, care Editor (1/4)

Registrar of small eastern liberal arts college investigating the possibility of obtaining better position. M. A. in Education, woman, Protestant, 37, single. Work involves handling applications, evaluating transcripts, interviewing, counseling and corresponding with prospective students and high school visitation. Will consider position as Assistant Registrar or Admissions Officer in larger institution. Address JW care Editor (1/1)

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ROBERT E. MAHN

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AMERICAN ASSOCIATION of COLLEGIATE REGISTRARS and ADMISSIONS OFFICERS

PROGRAM

Forty-First Annual Meeting

APRIL 18, 19, 20, 21, 1955

Sheraton Plaza Hotel

BOSTON, MASSACHUSETTS

REGISTRATION

Lobby

Sunday, April 17 — 10:00 a.m. to 5:00 p.m.

Monday, April 18 — 8:30 a.m. to 5:00 p.m.

Tuesday, April 19 — 9:00 a.m. to 5:00 p.m.

Wednesday, April 20 — 9:00 a.m. to 4:00 p.m.

COFFEE HOUR

Monday 10:30 a.m. State Suite

Tuesday 10:30 a.m. Oval Room

SUNDAY, APRIL 17

2:30 p.m.

TOUR OF BOSTON AND CAMBRIDGE

MONDAY, APRIL 18

11:45 a.m. to **2:30** p.m.

LUNCHEON AND CLINIC FOR
REGISTRARS AND ADMISSIONS OFFICERS

Ballroom

Presiding — CHARLES E. HARRELL, Registrar and Director, Indiana University

2:30 p.m.

TOUR OF LEXINGTON AND CONCORD AND SHORE DINNER AT THE UNION OYSTER HOUSE

TUESDAY, APRIL 19

9:00 a.m.

GENERAL SESSION

Ballroom

Convening the Meeting — ROBERT E. HEWES, *General Chairman of Local Arrangements*

Presiding — ALBERT F. SCRIBNER, *President*

TUESDAY, APRIL 19 (Cont.)

Invocation — THE REVEREND EMERSON L. CURRY, Assistant Minister, Old South Church in Boston

Welcome — DR. JAMES R. KILLIAN, JR., President, Massachusetts Institute of Technology

Address — "*The Rising Tide Lifts All The Boats*" —DR. ARTHUR S. ADAMS, President, American Council on Education

Address — "*Admissions Policy and the American College*" — DEAN FRANCIS KEPPEL, Dean of the Faculty of Education, Harvard University

11:45 a.m. to 1:45 p.m.

LUNCHEON FOR WOMEN MEMBERS AND WIVES

University Club — Ballroom

Speaker — ELINOR HUGHES, Newspaper Columnist and Radio Commentator

2:00 p.m. to 4:30 p.m.

PANEL DISCUSSIONS

General Chairman — OLIVER W. WAGNER, Director of Student Records, Washington University

At each of the panel discussions, major emphasis will be placed on audience questions, group participation, and the application of ideas to individual institutions.

1. HIGH SCHOOL-COLLEGE RELATIONS

University Club — College Room

CLYDE VROMAN, *Chairman*, Director of Admissions, University of Michigan

What are the Significant Trends? TED MCCARREL, Director of Admissions and Registrar, The State University of Iowa

What Lies Ahead? GEORGE A. KRAMER, Director of Admissions, Rutgers University

What is Appropriate for your Institution? CLAUDE SIMPSON, Director of Admissions and Registrar, State College of Washington

Audience Questions and Participation

TUESDAY, APRIL 19 (Cont.)

2. ENROLLMENT FORECASTING

State Suite

RONALD B. THOMPSON, *Chairman*, Registrar and University Examiner, The Ohio State University

What Factors must be Considered in Long-Range Estimates? What Differences will there be in Private and Public Institutions? What can we do about the "Tidal Wave"?

From the National Level, RONALD B. THOMPSON

From the State Level, NELSON M. PARKHURST, Associate Registrar, Purdue University

From the Local Level, ALFRED THOMAS, JR., Registrar and Director of Admissions, Arizona State College

Audience Questions and Participation

3. ADMISSIONS POLICIES, PRACTICES AND RESEARCH

Ballroom

B. ALDEN THRESHER, *Chairman*, Director of Admissions, Massachusetts Institute of Technology

How can Faculty Members be Effectively used in Admissions Work? HERBERT H. WILLIAMS, Director of Admissions, Cornell University

What Role Should Mortality Studies Play in Establishing Admissions Policy? GEORGE L. MILLER, Director of Admissions, Records and Registration, Wayne University

How can we best identify the Factors related to Success at our own Institutions? ROY ARMSTRONG, Director of Admissions, University of North Carolina

Audience Questions and Participation

4. MACHINE EQUIPMENT

Foyer

KERMIT H. SMITH, *Chairman*, Assistant Registrar, Michigan State College

What are the Recent Developments in Machine Equipment?

The Photocopy Field. HAROLD E. TEMMER, Examiner and Recorder, University of Illinois, Chicago Branch

Punched Card Equipment. MARSHALL R. BEARD, Registrar, Iowa State Teachers College

Other Office Equipment. ENDICOTT BATCHELDER, Assistant Registrar, University of Pittsburgh

Audience Questions and Participation

5. COLLEGE CATALOGUE AND PROMOTIONAL MATERIALS

Copley Room

C. O. WILLIAMS, *Chairman*, Dean of Admissions and Registrar, The Pennsylvania State University

Who should edit College Promotional Materials? WILLIAM F. ADAMS, Dean of Admissions, University of Alabama

How can one Evaluate the Effectiveness of Promotional Materials? FLOYD W. HOOVER, Director of Registration and Records, University of Nebraska

Are College Catalogues like Cantaloupes? WILLIAM G. BOWLING, Dean of Admissions, Washington University

Critique of Current Catalogue Practices. THOMAS A. GARRETT, Registrar, St. Michael's College

Audience Questions and Participation

TUESDAY, APRIL 19 (Cont.)

6. Techniques of Evaluation of Foreign Credentials

University Club — Room 403

William H. Strain, *Chairman*, Admissions Director, Indiana University

What are the most helpful Reference Materials for use in Evaluating Foreign Credentials? J. Richard Toven, Assistant Dean of Admissions, New York University

What Allowances should be made for Differences in Educational Organization and Philosophy? Mrs. Clara Koenig, Assistant to the Dean of Admissions, University of Minnesota

How can we Evaluate Foreign Secondary School Records and Certificates? Miss Catherine R. Rich, Registrar, Catholic University of America

What are the Foreign Student Evaluation Problems of the Smaller Colleges? Miss Alice M. Bovard, Director of Admissions, Sarah Lawrence College

Audience Questions and Participation

7. Special Reports Emanating from Records Office

Oval Room

Miss Irene M. Davis, *Chairman*, Registrar, The Johns Hopkins University

What Contribution can Special Reports make to the Administration of a College or University? Alfred D. Donovan, Vice-President, Seton Hall University

What is the Relationship of Special Reports to Co-operative Research? True E. Pettengill, Recorder, University of Minnesota

What Special Reports should be made to help improve Admissions Practices and Procedures? Robert L. Taylor, Registrar, The City College, New York

What are some of the Special Reports that have been recently Published, Planned or Projected? Harvey Hall, Registrar, Stanford University

Audience Questions and Participation

TUESDAY, APRIL 19 (Cont.)

6:30 p.m.

BANQUET*

Ballroom

Presiding — ALBERT F. SCRIBNER, *President*

Toastmaster — ARTHUR H. LARSON, Secretary-Registrar, Eastman School of Music, University of Rochester

Invocation — THE REVEREND DR. VINCENT C. DORE, Academic Vice-President and Dean, Providence College

MUSIC — HARVARD GLEE CLUB

Address — "*CRACKER BARREL CHARACTER — An Introduction to the People of Yankee Land*" — ALLEN R. FOLEY, Professor of History, Dartmouth College

WEDNESDAY, APRIL 20

9:00 a.m.

GENERAL SESSION

Ballroom

Presiding — STELLA MORRIS, *Second Vice-President*

Report of Nominating Committee — EMMA E. DETERS, *Chairman*, Registrar, University of Buffalo

Election of Officers

Report on Student Retention and Withdrawal Study — EARL IFFERT, U.S. Office of Education

9:30 a.m. to 11:30 a.m.

SYMPOSIUM

Ballroom

Presiding — ELWOOD C. KASTNER, Dean of Admissions and Registrar, New York University

Address — "*Colleges, Catalogues and Communications*" — MICHAEL RADOCK, Ford Motor Company

Student Aid and Orientation — ALBERT I. DICKERSON, Director of the Office of Admissions and Financial Aid, Dartmouth College; EUGENE S. WILSON, Director of Admissions, Amherst College; FREDERICK C. COPELAND, Director of Admissions, Williams College

* Afternoon dress for ladies, business suits for gentlemen.

WEDNESDAY, APRIL 20 (Cont.)

1:30 p.m.

GENERAL SESSION

Ballroom

Presiding — STELLA MORRIS, *Second Vice-President*

Address — "*Are We Necessary?*" — DR. HERMAN A. SPINDT, Director of Admissions, University of California

2:30 p.m. to 4:30 p.m.

QUESTION BOX

General Chairman — GEORGE P. TUTTLE, Director, Admissions and Records, University of Illinois

1. ADMISSIONS

INSTITUTIONS OVER 1000, PRIVATE —

University Club — Room 403

JOHN M. DANIELS, *Chairman*, Chairman of Admissions, Carnegie Institute of Technology

INSTITUTIONS OVER 1000, PUBLIC —

State Suite

JOHN R. LITTLE, *Chairman*, Director of Admissions and Records, University of Colorado

INSTITUTIONS UNDER 1000 —

University Club — College Room

ROBERT W. TRIPP, *Chairman*, Registrar, Mt. Union College

2. RECORDS AND REGISTRATION

INSTITUTIONS OVER 1000, PRIVATE —

Foyer

LEONARD G. NYSTROM, *Chairman*, Registrar, Southern Methodist University

INSTITUTIONS OVER 1000, PUBLIC —

Oval Room

EDWARD G. GROESBECK, *Chairman*, Director, Registration and Records, University of Michigan

WEDNESDAY, APRIL 20 (Cont.)

INSTITUTIONS UNDER 1000 —

Ballroom

GRETCHEN M. HAPP, *Chairman*, Registrar, The Principia College

3. ADMISSIONS, RECORDS AND REGISTRATION

Copley Room

PROFESSIONAL SCHOOLS (DENTISTRY, MEDICINE, OSTEOPATHY, PHARMACY, ETC.)
THOMAS M. ROWLAND, JR., *Chairman*, Director of Admissions, Philadelphia College of Osteopathy

THURSDAY, APRIL 21

9:00 a.m.

GENERAL SESSION

Ballroom

Presiding — JOHN M. RHOADS, *First Vice-President*

Address — "*Small Boats on the Rising Tide*" — DR. THEODORE A. DISTLER, Executive Secretary, Association of American Colleges

Business Session

Presiding — ALBERT F. SCRIBNER, *President*

Reports of Association Committees:

Executive — JAMES K. HITT, *Secretary*

Constitution and By-Laws — HARRY E. ELDER, *Chairman*

Resolutions — ARTHUR M. GOWAN, *Chairman*

Budget — RONALD B. THOMPSON, *Chairman*

Introduction of President for 1955–1956

Announcement of time and place of 1958 meeting

Statement by General Chairman of Local Arrangements for the 1956 meeting in Detroit, EDWARD G. GROESBECK

Adjournment of the Forty-first Annual Meeting

1:15 p.m.

TOUR OF GARDNER MUSEUM (MUSICAL AND TEA)

or

TOUR OF NORTH SHORE (SALEM AND MARBLEHEAD)

COMMITTEE MEETINGS

SUNDAY, APRIL 17

9:00 a.m.

Registration . . . . . Copley Room

1:30 p.m.

Tours . . . . . Back Bay Room

7:00 p.m.

Evaluation and Standards . . . . . State Suite
Executive . . . . . Room 131
Office Forms . . . . . Back Bay Room
Resolutions . . . . . Copley Room

8:30 p.m.

Budget . . . . . Room 131
Hospitality . . . . . State Suite
Transcript Adequacy . . . . . Copley Room

MONDAY, APRIL 18

8:00 a.m.

Machine Equipment . . . . . Copley Room
Panel-Evaluation of Foreign Credentials . . . . . State Suite
Public Relations . . . . . Room 133
Secretarial . . . . . Back Bay Room

9:00 a.m.

Panel-Special Reports . . . . . State Suite
Regional Associations . . . . . Foyer

9:30 a.m.

Conference News . . . . . Back Bay Room
Student Retention and Withdrawal . . . . . Copley Room

10:00 a.m.

Nominations . . . . . Room 133

11:00 a.m.

Banquet . . . . . Copley Room
Board of Editors . . . . . Foyer
Tours . . . . . Back Bay Room

12:15 p.m.

Executive (Luncheon Meeting) . . . . . Copley Room

9:00 p.m.

Catalogues . . . . . Copley Room
Nominations . . . . . Room 133

COMMITTEE MEETINGS (Cont.)

TUESDAY, APRIL 19

8:00 a.m.

Constitution and By-Laws.....State Suite
Public Relations.....Room 133
Special Projects
(Breakfast Meeting).....Copley Room

12 m.

Executive (Luncheon Meeting).....Copley Room

WEDNESDAY, APRIL 20

8:00 a.m.

Public Relations.....Room 133

4:15 p.m.

Exhibits.....Back Bay Room

4:45 p.m.

Special Projects.....State Suite
NEACRAO Executive.....Room 123
Publicity.....Room ~~133~~ 151

7:00 p.m.

Catalogues.....State Suite
Co-operation with Governmental
Agencies.....Room 123
High School-College Relations.....Room ~~133~~ 151

8:00 p.m.

Executive.....Room 131

8:30 p.m.

Evaluation and Standards.....Copley Room

THURSDAY, APRIL 21

8:00 a.m.

Tours.....Room 133

6:30 p.m.

Joint Dinner Meeting of Retiring
and New Executive Committees....Copley Room

1954–55

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Report to the

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

On

THE CREDIT GIVEN BY EDUCATIONAL INSTITUTIONS

Prepared by

EDITOR

TED MCCARREL, *State University of Iowa*

ASSISTANT EDITORS

DONALD GROSSMAN, *University of Illinois*

RONALD B. THOMPSON, *The Ohio State University*

THIS IS NOT THE REPORT OF AN ACCREDITING AGENCY; IT IS AN EXCHANGE OF INFORMATION AMONG MEMBERS OF THE ASSOCIATION.

1955

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
AND ADMISSIONS OFFICERS

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1954 - 1955

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PREFACE

The Committee on Special Projects of the American Association of Collegiate Registrars and Admissions Officers publishes each year a report on Credit Given by Educational Institutions. The 1955 report like its predecessors is based on reports for each state or territory by the representative of an outstanding institution within each state. It has been a general policy for years for colleges to follow the recognition accorded other colleges by the state university or other outstanding institution in the state in which the college in question is located. In most states the status of institutions as listed in this volume has been determined cooperatively by the reporting institution and other colleges and universities in the state.

It must be remembered that this volume is not the official report of accrediting associations, but it is an exchange of information between members of the AACR and AO.

The format of the report is the same as was used in the last report. The first column indicates membership in a regional association; normally, regional associations include several states. The second column indicates the level of work transferable, but does not attempt in any way to indicate to the receiving institution the amount or level of work which must be accepted. It should be noted that the absence of certain levels of work may not necessarily mean that credit is refused but that a general policy may not have been established. The third column uses symbols parallel in meaning to those employed in previous reports; this column indicates the practice of the reporting institution concerning the acceptance of credit from each college or university within the state or territory.

Details normally included on an official transcript of credits are not included in this report. Honorable dismissal is assumed in all cases. It is also assumed that each institution applies its own requirements regarding the quality of work done elsewhere which is acceptable for transfer.

Users of the report who wish further information regarding transfer credit policies as they affect any institution are invited to communicate with the appropriate reporting officer or with the editor.

As the Committee is desirous of making the report as valuable as possible, suggestions for the improvement of this volume are invited.

Ted McCarrel, Editor
State University of Iowa
Iowa City, Iowa

SYMBOLS

The symbols used in this report are defined as follows:

Column 1. Regional Association
x Member of Regional Association

Column 2. Level of College Work transferable
I - One year
II - Two years
III - Three years
IV - Four years (Graduates accepted into Graduate School unless otherwise indicated)
V - Five years
M - Master's Degree
D - Doctor's Degree

Column 3. A.A.C.R.A.O. Symbols
A - Transcript of record given full value
B - Transcript of record given partial value (see footnote)
C - Transcript of record accepted for admission on a provisional basis--to be validated by satisfactory work in residence
D - Transcript of record accepted for admission on a provisional basis--to be validated through examination
E - Credits not recognized for transfer
F - Reporting institution has insufficient information on which to base judgment

This volume is not the report of an accrediting agency but is based on an exchange of information between member institutions of the association.

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ALABAMA

Reported by

WILLIAM F. ADAMS, *Dean of Admissions and Records*
University of Alabama, University, Alabama

*-	IV	A	Alabama Agricultural and Mechanical College, Normal (Negro)
-	II	C	Alabama Christian College, Montgomery
x	IV	A	Alabama College, Montevallo
x	M	A	Alabama Polytechnic Institute, Auburn
*-	M	A	Alabama State College for Negroes, Montgomery
-	III	B	Athens College, Athens
-	-	-	†Birmingham Conservatory of Music, Birmingham
x	IV	A	Birmingham-Southern College, Birmingham
x	IV	A	Howard College, Birmingham
x	IV	A	Huntingdon College, Montgomery (formerly Woman's College of Alabama)
-	-	E	Jones Law School, Montgomery
x	IV	A	Judson College, Marion
x	II	A	Marion Institute, Marion
*-	IV	A	Miles College, Birmingham (Negro)
*-	II	A	Oakwood College, Huntsville (Negro)
-	II	C	Sacred Heart Junior College, Cullman
x	II	A	St. Bernard College, St. Bernard
x	II	A	Snead Junior College, Boaz
-	II	C	Southeastern Bible College, Birmingham
-	II	C	Southern Union College, Wadley
x	IV	A	Spring Hill College, Spring Hill
-	-	-	State Normal School, Daphne (prior to 1926, a high school; discontinued 1940; records transferred to State Teachers College, Livingston)
x	IV	A	State Teachers College, Florence (prior to 1930 State Normal School)
x	IV	A	State Teachers College, Jacksonville (prior to 1930 State Normal School)
x	IV	A	State Teachers College, Livingston (prior to 1930 State Normal School)
x	IV	A	State Teachers College, Troy (prior to 1930 State Normal School)
*-	IV	A	Stillman Institute, Tuscaloosa
*-	IV	A	Talladega College, Talladega (Negro)
*-	M	A	Tuskegee Institute, Tuskegee Institute
x	-	-	University of Alabama, University (the reporting institution)
-	II	C	Walker Junior College, Jasper
-	-	-	Woman's College of Alabama (see Huntingdon College)

*Recognized and approved by the regional association although not a member of the association.

†Accredited for work in Music. Credits are listed by Birmingham-Southern College.

ALASKA

Reported by

JANE MCMULLEN, *Registrar*
University of Alaska, College, Alaska

University of Alaska, College (the reporting institution; the only accredited school on the college level in the Territory of Alaska)

ARIZONA

Reported by

C. ZANER LESHER, *Registrar and Director of Admissions*
University of Arizona, Tucson

-	-	A	*American Institute for Foreign Trade, Phoenix
x	M	A	Arizona State College, Flagstaff
x	M	A	†Arizona State College, Tempe
-	II	A	Eastern Arizona Junior College, Thatcher
-	IV	A	Grand Canyon College, Phoenix
x	II	A	Phoenix College, Phoenix
-	IV	E	Southwest Christian Seminary, Phoenix
x	-	-	University of Arizona, Tucson (the reporting institution)

* Transfer of credit assumes completion of two full years of study in an accredited institution prior to enrollment in the Institute. Detailed information regarding the evaluation of Institute courses may be obtained by writing to the Office of the Registrar and Director of Admissions, University of Arizona, Tucson.

† Credit in Agriculture is limited to courses which have equivalents in the lower division.

ARKANSAS

Reported by

FRED L. KERR, *Registrar and Examiner*
University of Arkansas, Fayetteville

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x	IV	A	**Agricultural, Mechanical and Normal College, Pine Bluff** (state; Negro)
x	IV	A	Arkansas Agricultural and Mechanical College, Monticello
-	IV	*-	Arkansas Baptist College, Little Rock (Negro)
-	IV	†A	Arkansas College, Batesville
x	IV	A	Arkansas Polytechnic College, Russellville
x	IV	A	Arkansas State College, Jonesboro
x	IV	A	Arkansas State Teachers College, Conway
-	II	C	Beebe Junior Agricultural College, Beebe
-	II	C	Central College, North Little Rock (formerly at Conway; discontinued 1950; member North Central Association 1925 - 1947; records on file at Ouachita Baptist College, Arkadelphia)
x	IV	A	College of the Ozarks, Clarksville
-	-	F	Dunbar Junior College, Little Rock (Negro)
-	-	E	El Dorado Junior College, El Dorado (closed; records on file with city schools)
-	II	A	Fort Smith Junior College, Fort Smith
-	-	-	Galloway College, Searcy (closed 1933; records on file at Hendrix College, Conway)
x	IV	A	Harding College, Searcy (at Morrilton previous to 1934)
-	-	-	Henderson-Brown College, Arkadelphia (closed 1929; records on file at Hendrix College, Conway)
x	IV	A	Henderson State Teachers College, Arkadelphia
x	IV	A	Hendrix College, Conway
-	IV	‡B	John Brown University, Siloam Springs
-	-	-	Jonesboro Baptist College, Jonesboro (junior college; closed 1935; records on file at Ouachita Baptist College, Arkadelphia)
-	-	-	Little Rock College, Little Rock (college work discontinued 1930; records on file at the College which is now a theological school)
x	II	A	Little Rock Junior College, Little Rock
-	-	§C	Mena Junior Agricultural College, Mena (closed 1933; records on file at the Mena High School)
-	-	§C	Missionary Baptist College, Sheridan (junior college; closed 1935; records may be obtained from Mr. J. W. Overall, Physics Department, Agricultural and Mechanical College of Texas, College Station, Texas)
-	-	-	Mountain Home College, Mountain Home (records on file at Ouachita Baptist College, Arkadelphia)
x	IV	A	Ouachita Baptist College, Arkadelphia
x	IV	A	Philander Smith College, Little Rock (Negro)
-	IV	*-	Shorter College, Little Rock (Negro)
-	II	§C	Southern Baptist College, Walnut Ridge (junior college)
-	#IV	A	Southern State College, Magnolia (formerly State Agricultural and Mechanical College)
x	-	-	University of Arkansas, Fayetteville (the reporting institution)

A maximum of sixty-eight semester hours will be accepted on transfer in the Agriculture and Home Economics curricula except from a land grant institution and, for Home Economics, from an institution approved for the training of Vocational Home Economics teachers. In Arkansas, the only institutions so approved are the University of Arkansas, Arkansas State Teachers College at Conway, Henderson State Teachers College at Arkadelphia, and the A.M. and N. College at Pine Bluff.

The University of Arkansas admits qualified Negro Students who are residents of Arkansas to the Graduate School and to the professional schools, but not to the undergraduate colleges.

*Graduates not accepted to Graduate School until they have done a full year of additional work in an accredited college.

†May be required to do additional work for graduate school.

‡Credit accepted in academic subjects, but not in technical or vocational subjects. Graduates may be required to do additional work before admission to Graduate School if undergraduate work is not substantially equivalent to that required at the University.

§Academic credits accepted on a provisional basis. Must be validated by satisfactory grades here including more advanced courses in at least three of the subjects presented for transfer, or by examination.

#Accredited by the North Central Association as a junior college, but is in process of expanding its work to a four-year basis.

CALIFORNIA

Reported by

12 H. DONALD WINBIGLER, *Dean of Students*
Stanford University, Stanford

-	-	F	American Academy of Asian Studies, San Francisco (graduate school)
x	II	A	Antelope Valley Junior College, Lancaster
-	II	A	Armstrong College, Berkeley (C on third and fourth years)
-	-	*B	Army Language School, Monterey
-	-	*B	Art Center School, Los Angeles
x	II	A	Bakersfield College, Bakersfield (formerly Bakersfield Junior College)
-	-	F	Balboa University, San Diego
-	-	†F	Berkeley Baptist Divinity School, Berkeley
-	IV	C	Beulah College (see Upland College)
-	-	F	Bible Institute of Los Angeles, Los Angeles
-	II	A	Brawley Junior College, Brawley (inactive since 1947-1948)
-	II	C	Brown Military Academy Junior College, Pacific Beach, San Diego (formerly San Diego Army and Navy Academy Junior College)
-	-	†F	Cal-Aero Technical Institute, Los Angeles
-	-	F	California Baptist Theological Seminary, Los Angeles
			California, University of
‡x	D	A	Berkeley Campus, Berkeley
‡x	V	A	Davis Campus, Davis (doctoral level work in fields relating to agriculture)
‡x	D	A	Los Angeles Campus, Los Angeles (U.C.L.A.)
-	IV	A	Riverside Campus, Riverside (since 1954)
‡x	IV	A	Santa Barbara Campus, Santa Barbara (Santa Barbara College of University of California; formerly Santa Barbara State College)
-	-	F	California Christian College (see Chapman College)
‡x	-	*B	California College of Arts and Crafts, Oakland
-	-	†F	California College of Chiropody, San Francisco
-	-	†F	California College of Mortuary Sciences, Los Angeles
-	II	§C	California Concordia College, Oakland (junior college)
x	D	A	California Institute of Technology, Pasadena
-	-	*B	California Maritime Academy, Vallejo
x	-	*B	California School of Fine Arts, San Francisco
‡xy	M	*A	California State Polytechnic College, San Luis Obispo (formerly California Polytechnic Institute)
-	-	F	California Western University, San Diego
-	-	-	Centinela Valley Junior College (see El Camino College)
-	II	A	Central Junior College (see Imperial Valley College)
x	II	A	Chaffey College, Ontario (formerly Chaffey Junior College)
‡-	IV	A	Chapman College, Los Angeles (formerly California Christian College; accredited by Northwest Association, 1937-1943 and 1946-1948)
xy	M	A	#Chico State College, Chico
	-	†F	Church Divinity School of the Pacific, Berkeley
x	II	A	Citrus Junior College, Azusa

‡x	D	A	Claremont Graduate School, Claremont (incorporated as Claremont College)
x	IV	A	Claremont Men's College, Claremont (since 1946-1947)
x	-	†F	Clarence W. Pierce School of Agriculture, Canoga Park (since 1948-1949; public junior college; curricula primarily technical; also known as Pierce Junior College)
x	II	§A	Coalinga College, Coalinga (formerly Coalinga Junior College)
-	-	†F	Cogswell Polytechnical College, San Francisco
x	II	A	Compton College, Compton (formerly Compton Junior College)
-	-	-	Contra Costa Junior College (see East Contra Costa Junior College and West Contra Costa Junior College)
-	-	F	Cumnock College, Los Angeles (discontinued June 1942; transcript may be obtained from Mrs. Helen Briggs, Holmby College, Los Angeles)
y	II	A	Deep Springs College, Deep Springs
‡xy	V	A	Dominican College of San Rafael, San Rafael
x	II	A	East Contra Costa Junior College, Concord (formerly East Campus of Contra Costa Junior College)
x	II	A	East Los Angeles Junior College, Los Angeles (since 1945)
x	II	A	El Camino College, El Camino (since 1946-1947; formerly Centinela Valley Junior College, El Segundo Junior College and Redondo Junior College)
-	-	-	El Segundo Junior College (see El Camino College)
x	II	A	Fresno Junior College, Fresno (since 1948-1949)
x	M	A	#Fresno State College, Fresno
-	-	†F	Fuller Theological Seminary, Pasadena
x	II	A	Fullerton Junior College, Fullerton
-	II	A	Galt Junior College, Galt (discontinued)
‡xy	V	A	George Pepperdine College, Los Angeles
x	II	A	Glendale College, Glendale (formerly Glendale Junior College)
-	-	†F	Golden Gate Baptist Theological Seminary, Berkeley
-	II	A	Golden Gate Junior College, San Francisco (discontinued)
y	-	F	Golden Gate College, San Francisco (Schools of Law and Business Administration)
x	II	A	Grant Technical College, Del Paso Heights (formerly Grant Junior College)
x	II	A	Hartnell College, Salinas (formerly Salinas Junior College)
-	II	C	Harvard Junior College, Los Angeles (discontinued 1935)
-	-	*C	Heald Engineering College, San Francisco
-	II	A	Holmby College, Los Angeles (discontinued 1946)
‡xy	IV	A	Holy Names, College of the, Oakland
x	M	A	#Humbolt State College, Arcata
-	-	F	Humphreys College, Stockton (business college)
-	-	-	Huntington Beach Union Junior College (see Orange Coast College)
‡xy	V	A	Immaculate Heart College, Los Angeles

x	II	A	Imperial Valley College, El Centro (formerly Central Junior College)
x	II	A	John Muir College, Pasadena (1946-1954; discontinued as a junior college in 1954)
‡xy	IV	A	La Sierra College, Arlington (accredited by Northwest Association for first two years of work in 1933, three years in 1939, four years in 1946)
x	II	A	Lassen Junior College, Susanville
‡-	IV	§A	LaVerne College, LaVerne
-	-	†F	L.I.F.E. Bible College, Los Angeles
x	II	A	Long Beach City College, Long Beach (formerly Long Beach Junior College
y	M	A	#Long Beach State College, Long Beach (since 1949; formerly Los Angeles-Orange County State College)
-	-	F	Los Angeles Baptist Theological Seminary, Los Angeles
x	II	A	Los Angeles City College, Los Angeles (formerly Los Angeles Junior College)
-	-	-	Los Angeles College (see Saint John's College)
-	-	†F	Los Angeles College of Optometry, Los Angeles
-	-	†F	Los Angeles Conservatory of Music and Arts, Los Angeles
-	IV	F	Los Angeles County Art Institute, Los Angeles
x	II	*A	Los Angeles Harbor Junior College, Wilmington (since 1949-1950; public junior college; curricula primarily technical)
x	II	*A	Los Angeles Metropolitan Junior College, Los Angeles (since 1950-1951; public junior college; curricula primarily technical)
-	IV	A	Los Angeles-Orange County State College, Long Beach (see Long Beach State College)
-	-	F	Los Angeles Pacific College, Los Angeles (junior college; formerly Pacific Junior College)
x	M	A	#Los Angeles State College of Applied Arts and Sciences, Los Angeles (since 1947; affiliated with Los Angeles City College)
x	II	*A	Los Angeles Trade-Technical Junior College, Los Angeles (since 1949-1950; curricula primarily technical)
x	II	A	Los Angeles Valley Junior College, Van Nuys (since 1949-1950)
‡xy	V	A	Loyola University of Los Angeles, Los Angeles
-	-	†F	Lux College, San Francisco (technical school for women; discontinued 1953)
-	-	F	Macurda Drisko Schools, Los Angeles (previous to 1935-1936, Cumnock College; discontinued)
-	-	†F	Maren Elwood School for Writers, Hollywood
x	II	A	Marin, College of, Kentfield (formerly Marin Junior College)
-	II	§A	Marymount College, Los Angeles (C on third and fourth years)
-	-	†F	McGeorge College of Law, Sacramento
y	-	*D	Medical Evangelists, College of, Loma Linda
x	II	A	Menlo College: Junior College, Menlo Park

-	IV	A	Menlo College: School of Business Administration, Menlo Park
‡x	M	A	Mills College, Oakland
-	II	A	Miramonte School and Junior College, Atascadero (before 1935-1936, Moran Junior College; discontinued)
x	II	A	Modesto Junior College, Modesto
x	II	A	Monterey Peninsula College, Monterey (since 1947-1948)
-	II	C	Moran Junior College, Atascadero (see Miramonte School and Junior College)
‡xy	V	A	Mount Saint Mary's College, Los Angeles
x	II	A	Mount San Antonio College, Pomona (since 1946-1947; formerly Pomona Junior College)
-	-	F	Music and Arts Institute of San Francisco, San Francisco
x	II	A	Napa College, Napa (formerly Napa Junior College)
-	-	-	Newport Harbor Junior College (see Orange Coast College)
-	-	†F	Northrop Aeronautical Institute, Inglewood
-	IV	A	Notre Dame, College of, Belmont
-	II	A	Oakland Junior College, Oakland (Liberal Arts Division, since 1954; F on Merritt School of Business and Laney Trade-Technical Institute, which became a part of the College when it was established in 1953)
‡x	M	A	Occidental College, Los Angeles
x	II	A	Oceanside-Carlsbad College, Oceanside (formerly Oceanside-Carlsbad Junior College)
x	II	A	Orange Coast College, Costa Mesa (since 1947-1948; formerly Huntington Beach Junior College and Newport Harbor Junior College)
-	-	†F	Osteopathic Physicians and Surgeons, College of, Los Angeles
-	-	F	Pacific Bible College of Azusa, Azusa
-	-	F	Pacific Bible Institute of Fresno, Fresno
‡x	M	A	Pacific, College of the, Stockton
-	-	-	Pacific Junior College (see Los Angeles Pacific College)
-	-	†F	Pacific School of Religion, Berkeley
‡xy	M	A	Pacific Union College, Angwin
-	-	-	Pacific Unitarian School for the Ministry, Berkeley (see Starr King School for the Ministry)
-	I	A	Palo Alto Junior College, Palo Alto (1927-1928 only)
x	II	A	Palomar College, San Marcos (since 1946-1947)
x	II	A	Palo Verde College, Blythe (since 1947-1948; formerly Palo Verde Junior College)
x	II	A	Palos Verdes College, Rolling Hills (via Lomita; since 1947-1948)
x	II	A	Pasadena City College, Pasadena (formerly Pasadena Junior College)
‡xy	IV	A	Pasadena College, Pasadena
-	-	*D	Pasadena Playhouse, Pasadena
-	-	-	Pepperdine College (see George Pepperdine College)
-	-	-	Pierce Junior College (see Clarence W. Pierce School of Agriculture)
-	-	*D	Physicians and Surgeons, College of, San Francisco
-	II	A	Placer College, Auburn (see Sierra College)

-	-	*C	Polytechnic College of Engineering, Oakland (engineering curriculum only; discontinued January 1943; records on file with Donald L. Gibsen, 315 Howard Avenue, Piedmont, California)
-	II	A	Polytechnic Junior College, Oakland (discontinued)
x	IV	A	Pomona College, Claremont
-	-	-	Pomona Junior College (see Mount San Antonio College)
x	II	A	Porterville College, Porterville (formerly Porterville Junior College)
‡x	M	A	Redlands, University of, Redlands
-	-	-	Redondo Junior College (see El Camino College)
x	II	A	Reedley College, Reedley (formerly Reedley Junior College)
x	II	A	Riverside College, Riverside (formerly Riverside Junior College)
x	II	A	Sacramento Junior College, Sacramento
xy	M	A	#Sacramento State College, Sacramento (since 1947-1948; affiliated with Sacramento Junior College, 1947-1953)
-	II	A	Sacred Heart, College of the, Menlo Park (see San Francisco College for Women)
-	I	F	Saint Anthony's Seminary, Santa Barbara
-	-	†F	Saint Francis Memorial Hospital School of Nursing, San Francisco
-	IV	A	Saint Ignatius College (see University of San Francisco)
x	IV	A	Saint John's College, Upper Division, Camarillo
x	II	A	Saint John's College, Lower Division, Los Angeles (also known as the Junior College Department of Los Angeles College)
-	II	A	Saint Joseph's College, Mountain View (affiliated with and formerly a part of Saint Patrick's Seminary)
xy	IV	A	Saint Mary's College of California, Saint Mary's College
y	IV	A	Saint Patrick's Seminary, Menlo Park
-	-	-	Salinas Junior College (see Hartnell College)
x	II	A	San Benito County Junior College, Holister
x	II	A	San Bernardino Valley College, San Bernardino (formerly San Bernardino Valley Junior College)
-	-	F	San Diego Army and Navy Academy Junior College, Pacific Beach (see Brown Military Academy)
-	IV	F	San Diego College for Women, San Diego
x	II	A	San Diego Junior College, San Diego
x	M	A	#San Diego State College, San Diego
-	II	*C	San Diego Vocational Junior College, San Diego
-	IV	F	San Francisco Baptist College, San Francisco
‡x	M	A	San Francisco College for Women, San Francisco (formerly College of the Sacred Heart, Menlo Park)
x	II	A	San Francisco, City College of, San Francisco (formerly San Francisco Junior College)
-	-	†F	San Francisco Law School, San Francisco
xy	M	A	#San Francisco State College, San Francisco
-	-	†F	San Francisco Theological Seminary, San Anselmo
‡x	M	A	San Francisco, University of, San Francisco (Saint Ignatius College, prior to 1931)

-	-	F	San Gabriel College for World Understanding and Peace, Santa Ana
x	II	A	San Jose Junior College, San Jose (affiliated with San Jose State College prior to 1953)
xy	M	A	#San Jose State College, San Jose
x	II	A	San Luis Obispo Junior College, San Luis Obispo
x	II	A	San Mateo, College of, San Mateo (formerly San Mateo Junior College)
-	II	A	San Rafael Military Academy Junior College, San Rafael (discontinued June 1934)
x	II	A	Santa Ana College, Santa Ana (formerly Santa Ana Junior College)
x	II	A	Santa Barbara Junior College, Santa Barbara (since 1947-1948; formerly Santa Barbara Community Institute)
-	IV	A	Santa Barbara State College (see University of California, Santa Barbara College)
xy	IV	A	Santa Clara, University of, Santa Clara
x	II	A	Santa Maria Junior College, Santa Maria
x	II	A	Santa Monica City College, Santa Monica (formerly Santa Monica Junior College)
x	II	A	Santa Rosa Junior College, Santa Rosa
x	IV	A	Scripps College, Claremont
x	II	A	Sequoias, College of the, Visalia (formerly Visalia Junior College and Visalia College)
x	II	A	Shasta College, Redding (since 1950-1951)
x	II	A	Sierra College, Auburn (formerly Placer College and Placer Junior College)
-	-	†F	Southern California Bible College, Costa Mesa
‡x	D	A	Southern California, University of, Los Angeles
-	-	†F	Southwestern University, Los Angeles
‡x	-	-	Stanford University, Stanford (the reporting institution)
-	-	†F	Starr King School for the Ministry, Berkeley (formerly Pacific Unitarian School for the Ministry; now affiliated with the Pacific School of Religion)
x	II	A	Stockton College, Stockton (formerly Stockton Junior College)
x	II	A	Taft Junior College, Taft
-	-	F	Theosophical University, Covina
-	-	*B	United States Naval Postgraduate School, Monterey
-	IV	A	Upland College, Upland (formerly Beulah College)
x	II	A	Vallejo College, Vallejo (since 1945-1946; formerly Vallejo Junior College)
x	II	A	Ventura College, Ventura (formerly Ventura Junior College)
-	-	-	Visalia Junior College (see College of the Sequoias)
-	-	†F	West Coast University, Los Angeles (College of Engineering and Technical Institutes)
x	II	A	West Contra Costa Junior College, Richmond (formerly West Campus of Contra Costa Junior College)
-	IV	A	Westmont College, Santa Barbara
‡x	M	A	Whittier College, Whittier
-	IV	C	Williams College, Berkeley
-	-	†F	Woodbury College, Los Angeles
x	II	A	Yuba College, Marysville (formerly Yuba Junior College)

x Accredited by Western College Association.
y Accredited by Northwest Association of Secondary and Higher Schools.
‡ Accredited by the State Board of Education to give the training and to make the recommendation for designated state credentials authorizing public school service.
* Recognition given to the extent and in the manner indicated only on courses which are substanially equivalent to Stanford courses.
† A professional or technical school offering specialized curricula, probably not applicable to Stanford degree.
§ Recognition given to the extent and in the manner indicated, provided the individual student presents a record which is superior in level of scholarship.
By actions of the State legislature; in 1935 the State Teachers Colleges were authorized to change their names and became State Colleges with wider degree-granting authority; in 1946 and 1947 they were authorized to offer graduate work leading to the California General Secondary Teaching Credential (five-year program); and in 1949 they were authorized to grant the Master's degree.

COLORADO

Reported by

JOHN R. LITTLE, *Director of Admissions and Records*
University of Colorado, Boulder

x	IV	A	Adams State College of Colorado, Alamosa
-	II	E	Belleview Junior College, Westminster
x	D	A	Colorado Agricultural and Mechanical College, Fort Collins
x	M	A	Colorado College, Colorado Springs
-	D	A	Colorado School of Mines, Golden
x	D	A	Colorado State College of Education, Greeley
x	II	A	Colorado Woman's College, Denver
-	-	*B	Fine Arts Center, Colorado Springs
-	II	A	Fort Lewis Agricultural and Mechanical College, Hesperus
-	-	†B	Holy Cross College, Canon City (formerly Abbey School)
-	-	-	Iliff School of Theology, Denver (a graduate professional school offering curricula in Theology and Religious Education)
-	-	A	Kirkland School of Art, Denver (affiliated with University of Denver in 1946)
-	II	A	La Junta Junior College, La Junta
-	II	A	Lamar Junior College, Lamar
-	-	A	La Mont School of Music, Denver (affiliated with University of Denver in 1941)
x	IV	A	Loretto Heights College, Loretto
-	II	A	Mesa College, Grand Junction
-	II	A	Northeastern Junior College, Sterling (formerly Sterling Junior College)
x	II	A	Pueblo Junior College, Pueblo
x	IV	A	Regis College, Denver
-	IV	†D	Rockmont College, Denver
-	-	‡B	Rocky Mountain Biological Laboratory, Crested Butte
-	II	A	Trinidad State Junior College, Trinidad
x	-	-	University of Colorado, Boulder (the reporting institution)
x	D	A	University of Denver, Denver
x	M	A	Western State College of Colorado, Gunnison
-	-	E	Westminster Law School, Denver

* Undergraduate credit accepted only toward a Bachelor of Fine Arts degree and the amount of credit allowed is determined by the Art Department.

† On account of limitations in information regarding this school and in experience with its graduates, each applicant for transfer is handled strictly on his individual merits.

‡ Undergraduate credit usually accepted; graduate credit approved on an individual basis.

CONNECTICUT

Reported by

20 ARWOOD S. NORTHBY, *Director, Division of Student Personnel*
University of Connecticut, Storrs

x	IV	A	Albertus Magnus College, New Haven
-	*IV	†B	Annhurst College, South Woodstock
-	-	-	Arnold College, Milford (became part of University of Bridgeport, 1953)
-	-	D	Beecher College, New Haven (formerly Women's College; closed)
-	-	-	Berkeley Divinity School, New Haven (Graduate professional school)
-	-	‡B	Bridgeport Engineering Institute, Bridgeport
-	-	F	College of Mary Immaculate, West Hartford
x	M	A	Connecticut College, New London
-	-	-	Connecticut College of Pharmacy, New Haven (became part of University of Connecticut, 1941)
x	IV	A	Fairfield University, Fairfield
-	-	F	Fannie A. Smith Teachers Training School, Bridgeport
-	-	F	Hartford Art School, Hartford
-	*IV	†B	Hartford College, Hartford (formerly Hartford Junior College)
-	-	-	Hartford College of Insurance, Hartford (became part of University of Connecticut, 1943)
-	-	-	Hartford College of Law, Hartford (became part of University of Connecticut, 1943)
-	-	D	Hartford Federal College, Hartford (closed June 1939; transcripts may be secured from Hartford Board of Education, 249 High Street, Hartford)
-	-	F	Hartford Diocesan Teachers College, Hartford
-	-	-	Hartford Seminary Foundation, Hartford (Graduate professional school)
-	*IV	†B	Hartt College of Music, Hartford
§x	*IV	†B	Hillyer College, Hartford (formerly Hillyer Junior College)
-	-	-	Junior College of Physical Therapy, New Haven (became part of University of Connecticut, 1951)
-	-	-	Larson College, Hamden (formerly Larson Junior College; became part of Quinnipiac College, 1952)
-	-	F	Marionapolis College, Thompson (closed 1948)
-	II	C	Mitchell College, New London (formerly New London Junior College)
x	II	A	New Haven College, New Haven
-	*IV	†B	Quinnipiac College, New Haven (formerly Junior College of Commerce)
-	-	F	St. Basil's College, Stamford
x	IV	A	St. Joseph College, West Hartford
-	-	F	St. Mary's Seminary, Norwalk
x	-	F	St. Thomas Seminary, Bloomfield
-	IV	†B	State Teachers College, Danbury
x	IV	†B	State Teachers College, New Haven

-	IV	†B	State Teachers College, Willimantic
-	-	‡B	State Technical Institute, Hartford
x	IV	†B	Teachers College of Connecticut, New Britain
x	M	A	Trinity College, Hartford
x	IV	A	United States Coast Guard Academy, New London
x	IV	A	University of Bridgeport, Bridgeport (formerly Junior College of Connecticut)
x	-	-	University of Connecticut, Storrs (the reporting institution)
x	M	A	Wesleyan University, Middletown
-	-	-	Weylister Junior College, Milford (became part of the University of Bridgeport in 1948)
x	D	A	Yale University, New Haven

* May be accepted for admission to Graduate School on a provisional basis. Additional undergraduate courses may be required.

† Transcript of record ordinarily given full value for junior college work. Full value given for advanced undergraduate courses (1) when comparable courses are offered at the University of Connecticut and (2) when, in the case of specialized professional work, courses can be applied to an appropriate curriculum in the University. In some instances, students may be required to maintain a prescribed scholastic average in their first year of residence at the University.

‡ A limited amount of credit granted on a provisional basis.

§ Four-year college accredited by regional association as junior college.

DELAWARE

Reported by

22 WILLIAM G. FLETCHER, *Director of Admissions*
University of Delaware, Newark

-	IV	C	Delaware State College, Dover
-	IV	C	Faith Theological Seminary, Wilmington
-	IV	C	The King's College, King's College
x	-	-	University of Delaware, Newark (the reporting institution)
x	II	A	Wesley Junior College, Dover

DISTRICT OF COLUMBIA

Reported by

HAROLD GRIFFITH SUTTON, *Director of Admissions* 23
The George Washington University, Washington, D.C.

x	IV	A	American University
-	-	E	Benjamin Franklin University
x	IV	A	Catholic University of America
-	-	-	Columbus University (School of Law merged with the School of Law of the Catholic University of America in June 1954)
x	IV	A	Dunbarton College
-	IV	C	Gallaudet College for the Deaf
x	-	-	George Washington University, Washington, D. C. (the reporting institution)
x	IV	A	Georgetown University
x	II	A	Georgetown Visitation Convent
-	II	A	Holton Arms (junior college work)
x	IV	A	Howard University
x	II	A	Immaculata Junior College
-	-	E	Marjorie Webster Schools, Inc.
x	IV	A	Miner Teachers College (in public school system)
-	II	A	Mount Vernon Seminary (junior college)
-	-	-	National University (merged with the George Washington University on August 31, 1954, and ceased operations; Law students enrolled 1953-1954 in the Law School of the former may enroll in the Law School of the George Washington University under terms of the merger agreement)
-	-	E	Southeastern University
x	IV	A	Trinity College
x	IV	A	Wilson Teachers College (in public school system)

FLORIDA

Reported by

R. S. JOHNSON, *Registrar*
University of Florida, Gainesville

x	IV	A	Barry College, Miami Shores
*-	IV	F	Bethune-Cookman College, Daytona Beach (Negro)
-	II	C	Casements Junior College, Ormond (closed June 1951)
-	II	C	Chipola Junior College, Marianna
-	II	C	Columbia College, Lake City (closed; records in custody of the Secretary, Florida Baptist Convention, Rogers Building, Jacksonville)
-	II	†F	Edward Waters College, Jacksonville (Negro)
*-	M	F	Florida Agricultural and Mechanical College, Tallahassee (Negro)
x	II	A	Florida Christian College, Tampa (C prior to 1955)
-	II	C	Florida Naval Academy, St. Augustine (closed)
*-	IV	F	Florida Normal and Industrial Institute, St. Augustine (Negro)
x	IV	A	Florida Southern College, Lakeland
-	-	-	Florida State College for Women, Tallahassee (name changed to Florida State University, May 1947)
x	D	A	Florida State University, Tallahassee
-	-	E	Galilean University, Tampa
-	IV	‡B	Jacksonville College of Music, Jacksonville
x	II	A	Jacksonville Junior College, Jacksonville (C prior to 1950)
x	M	A	John B. Stetson University, DeLand
-	II	C	Miami Junior College, Miami (closed)
-	II	C	Orlando Junior College, Orlando
-	II	C	Palmer Junior College, DeFuniak Springs (closed; records in custody of Lillian D. Miles, DeFuniak Springs)
x	II	A	Palm Beach Junior College, West Palm Beach
-	II	C	Pensacola Junior College, Pensacola
-	II	C	Pineland College, DeLand (closed 1942)
-	-	E	Riddle Junior College, Coral Gables (closed)
-	§III	C	Ringling School of Art, Sarasota
x	IV	A	Rollins College, Winter Park
-	-	E	St. Petersburg Bible Institute, St. Petersburg
x	II	A	St. Petersburg Junior College, St. Petersburg (C for third-year work in 1940)
-	II	C	St. Joseph Teacher Training School, St. Augustine
-	II	C	Thomas A. Edison College, Ft. Myers (closed 1948; records at Palm Beach Junior College)
x	-	-	University of Florida, Gainesville (the reporting institution)
-	-	E	University Foundation, St. Augustine (closed)
-	-	E	University of Melbourne, Melbourne Village
x	M	A	University of Miami, Coral Gables
x	IV	A	University of Tampa, Tampa (C prior to 1951)
-	IV	C	Webber College, Babson Park
-	II	†F	Washington Junior College, Pensacola (Negro)

* Recognized and approved by the regional association although not a member of the association.

† Does not appear on the Southern Association approved list; for information on evaluation of transcripts the Florida Agricultural and Mechanical College at Tallahassee should be consulted.

‡ Member National Association of Schools of Music. Inasmuch as the University of Florida has no school of music, it will accept only academic courses and twenty-four semester hours in music.

§ Grants degree, Bachelor of Fine Arts, when at least one year academic work is completed at approved college; offers only art courses.

GEORGIA

Reported by

WALTER N. DANNER, *Registrar*
University of Georgia, Athens

x	II	A	Abraham Baldwin Agricultural College, Tifton
x	IV	A	Agnes Scott College, Decatur
*-	IV	A	Albany State College, Albany (Negro)
x	II	A	Andrew College, Cuthbert
x	II	A	Armstrong College, Savannah
-	IV	E	Atlanta Art Institute, Atlanta
-	IV	†B	Atlanta Christian College, Atlanta
-	IV	E	Atlanta Conservatory of Music, Atlanta
-	IV	A	Atlanta Evening College, Atlanta (now Atlanta Division of the University of Georgia)
-	II	A	Atlanta Junior College, Atlanta (now Atlanta Division of the University of Georgia)
-	IV	E	Atlanta Law School, Atlanta
-	II	‡C	Atlanta Normal Training School, Atlanta
-	D	A	Atlanta Southern Dental School, Atlanta (now operated by Emory University)
*-	M	A	Atlanta University, Atlanta (Negro)
			Arts and Science, Graduate School, Atlanta
			Business Administration, School of, Atlanta
			Clark College, Atlanta
			Library Service, School of, Atlanta
*-	IV	A	Morehouse College
			Religion, School of, Atlanta
			Atlanta School of Social Work, Atlanta
			Spellman College, Atlanta
			Forsyth Agriculture and Mechanical State College, Forsyth
-	-	E	Augusta Law School, Augusta
-	IV	§A	Berry College, Rome - Mt. Berry
x	IV	A	Bessie Tift College, Forsyth
-	II	E	Birdwood Junior College, Thomasville
-	II	A	Bowdon College, Bowdon (closed 1933)
x	IV	§A	Brenau College, Gainesville
-	II	#B	Brewton Parker Junior College, Mount Vernon (formerly Brewton Parker Institute)
-	II	A	Burke County Junior College (closed 1932)
-	IV	†B	Christian College of Georgia, Athens
-	-	E	Clarkesville Agricultural and Mechanical College, Clarkesville
-	IV	†B	Columbia Theological Seminary, Decatur
-	II	‡C	Columbus Kindergarten Institute, Columbus (closed)
-	-	-	Cox College, Atlanta (II A closed 1925; II E reopened and later closed)
-	-	-	Cyrene Institute (see Southeastern Holiness College)
-	II	‡C	Dalton Female College, Dalton (closed)
-	I	E	Douglasville College, Douglasville (closed)
-	II	‡C	Elam Alexander Training School, Macon (closed)
-	I	†C	Ellijay Institute, Ellijay (1933 SS only; closed)

-	II	#B	Emmanuel College, Franklin Springs (formerly Franklin Springs Institute)
x	D	A	Emory University, Emory University
-	D	A	Atlanta Southern Dental School, Atlanta
-	M	A	Business Administration, School of, Emory University
-	D	A	Graduate School, Emory University
x	II	A	Emory at Oxford, Oxford
x	II	A	Emory Junior College, Valdosta (closed 1953)
-	III	A	Lamar School of Law, Emory University
-	IV	A	**Librarianship, Division of, Emory University**
-	D	A	Medicine, School of, Emory University
-	IV	A	Nursing, School of, Emory University
-	M	A	Theology, Candler School of, Emory University
-	I	E	Euharlee and Calhoun Institute, Bartow (closed)
*-	IV	A	Fort Valley State College, Fort Valley (Negro)
-	II	#B	Franklin Springs Institute (now Emmanuel College)
-	IV	†B	Gammon Theological Seminary, Atlanta
-	II	#B	Georgia Industrial College, Barnesville (closed 1931)
x	D	A	Georgia Institute of Technology, Atlanta
-	V	A	Architecture, School of, Atlanta
-	D	A	Engineering, School of, Atlanta
x	II	A	Georgia Military Academy, College Park (college closed 1953)
x	II	A	Georgia Military College, Milledgeville
x	II	A	Georgia Southwestern College, Americus
*-	IV	A	Georgia State College, Savannah (Negro)
-	IV	A	Georgia State College for Men, Tifton (closed 1932; now Abraham Baldwin Agricultural College ; was four year college; 1932 class admitted on provisional basis to University of Georgia Graduate School)
x	IV	A	Georgia State College for Women, Milledgeville
-	IV	A	Georgia State Teachers College (formerly State Normal School; merged into University of Georgia 1932)
x	IV	A	Georgia Teachers College, Collegeboro (formerly South Georgia Teachers College)
x	-	-	Georgia, The University of, Athens (the reporting institution) Atlanta Division of The University of Georgia, Atlanta (formerly Atlanta Junior College and Atlanta Evening College, University System of Georgia; offers only the Bachelor of Business Administration degree in Atlanta; three years' work in other academic fields with final year residence in Athens for other degrees)
x	II	A	Gordon Military College, Barnesville
-	IV	E	High Museum of Art, Atlanta
-	IV	E	John Marshall Law School, Atlanta
x	II	A	Junior College of Augusta, Augusta
x	IV	A	LaGrange College, LaGrange (formerly Southern Female College)
-	-	F	Lanier University, Atlanta
-	II	‡C	Locust Grove Institute, Locust Grove (closed 1930)
-	II	A	Lucy Cobb Institute, Athens (records on file at University of Georgia; closed 1931)

x	D	A	Medical College of Georgia, Augusta (formerly University of Georgia School of Medicine)
x	M	A	Mercer University, Macon
-	M	A	Graduate School, Macon
-	III	A	Walter George School of Law, Macon
x	II	A	Middle Georgia College, Cochran
*-	IV	A	Morris Brown College, Atlanta (Negro)
-	II	#B	Norman Junior College, Norman Park
x	IV	A	North Georgia College, Dahlonega (became four year college 1946)
x	IV	A	Oglethorpe University, Oglethorpe (A rating since September 1944)
*-	IV	A	Paine College, Augusta (Negro)
-	II	‡C	Perry-Rainey College, Auburn (closed)
-	-	‡C	Piedmont Institute, Rockmart (closed)
-	IV	§A	Piedmont College, Demorest
-	II	#B	Rabun-Gap Nacoochee School, Rabun Gap (closed 1946)
x	II	#B	Reinhardt College, Waleska
-	II	#B	Riverside Military Academy, Gainesville (since 1942)
x	IV	A	Shorter College, Rome
-	II	B	South Georgia Agricultural and Mechanical, Tifton (closed 1932; see Abraham Baldwin Agricultural College)
x	II	A	South Georgia College, Douglas
-	II	#B	Southeastern Christian College, Auburn (closed 1920's)
-	I	E	Southeastern Holiness College, Donaldsonville (closed; also known as Cyrene Institute)
-	IV	E	Southern College of Pharmacy, Atlanta
-	IV	†D	Southern Technical Institute, Chamblee
-	II	E	Tatnall Collegiate Institute, Claxton (closed)
-	IV	E	Toccoa Falls Bible Institute, Toccoa Falls
-	II	#B	Truett-McConnell Junior College, Cleveland
-	I	E	Truman-Smith Institute, Columbia (closed)
-	II	#B	Union Baptist Institute (closed; see Brewton Parker Junior College)
x	IV	A	Valdosta State College, Valdosta (formerly Georgia State Woman's College)
-	-	F	Webster University, Atlanta
x	IV	A	Wesleyan College, Macon
x	II	A	West Georgia College, Carrollton
-	IV	E	Woodrow Wilson College of Law, Atlanta
x	II	A	Young L. Harris College, Young Harris
-	II	‡C	Young's College, Thomasville

*Recognized and approved by the regional association although not a member of the association.

†Credit limited to fifteen quarter hours credit.

‡Credit limited to thirty quarter hours credit in Education.

§Advanced credit accepted towards undergraduate degree but not admitted to the Graduate School without additional work.

#Junior College. Those in upper-half of class group given credit by transcript: lower-half by examination.

HAWAII

Reported by

H. B. MacNeil, *Registrar*
University of Hawaii, Honolulu, T.H.

University of Hawaii, Honolulu, T. H. (the reporting institution)

IDAHO

Reported by

D. D. DuSault, *Registrar*
University of Idaho, Moscow

30

-	-	-	Albion State Normal School, Albion (became Southern Idaho College of Education, March 1947)
x	II	A	Boise Junior College, Boise (I 1932-1933; II 1933-1940; accredited by Northwest Association 1940-1941)
-	-	-	Coeur d'Alene Junior College, Coeur d'Alene (became North Idaho Junior College in 1939)
x	IV	A	College of Idaho, Caldwell
-	II	B	Farragut College and Technical Institute, Farragut (organized as a junior college and vocational school; closed August, 1949, and records transferred to University of Idaho; some academic courses accredited for transfer to the University of Idaho; lists of accredited courses furnished on request by the University of Idaho)
-	IV	A	Gooding College, Gooding (Graduates who enter the Graduate School of the University must complete at least sixteen semester credits of upper division work, in addition to the requirements in the Graduate School; institution closed June 1938, and records maintained at Willamette University, Salem, Oregon)
x	IV	A	Idaho State College, Pocatello (formerly University of Idaho, Southern Branch, which operated as a junior college with a four-year curriculum in pharmacy leading to the degree of B.S. Pharmacy, until 1947; reorganized in 1947 as a degree granting institution in Liberal Arts and Pharmacy, but continues to offer only the first two years of work in agriculture, engineering, forestry, mining and metallurgy)
-	-	-	Idaho Technical Institute (became Southern Branch, University of Idaho in 1927; became Idaho State College in March 1947)
-	-	-	Lewiston State Normal School, Lewiston (became Northern Idaho College of Education, March 1947)
-	IV	A	*Northern Idaho College of Education, Lewiston (closed August 1951; records maintained at school)
x	II	A	North Idaho Junior College, Coeur d'Alene (formerly Coeur d'Alene Junior College, C 1930-1939; no credit for military; became North Idaho Junior College in 1939)
x	IV	A	Northwest Nazarene College, Nampa (II A 1930-1937; in April 1937, the institution accredited as a four-year college by the Northwest Association)
x	IV	A	Ricks College, Rexburg (C to 1936 when the institution was accredited as a junior college; A since December 1951, when accredited as four-year school by Northwest Association)
-	IV	A	*Southern Idaho College of Education, Albion (closed June 1951; records maintained at school)

- - - Southern Branch, University of Idaho, Pocatello (became Idaho State College, March 1947)

x - - University of Idaho, Moscow (the reporting institution)

*In the system of counting credits used by normal schools prior to September 1928, five normal school credits are considered the equivalent of one and one-half semester hours. From 1934 to 1940, these institutions were permitted to give a limited number of courses during their summer sessions for transfer credit in excess of two years' work, with certain restrictions. Lists will be furnished upon request to the University of Idaho. In April 1943, they were made four-year institutions and authorized to grant the degree of B.A. (Ed.). Graduates with B.A. (Ed.) degrees will be accepted in the Graduate School of the University of Idaho, but with the expressed understanding that additional undergraduate courses may be required to fulfill prerequisites for advanced degrees.

ILLINOIS

Reported by

D. A. GROSSMAN, *Examiner*
University of Illinois, Urbana

x	IV	A	Art Institute, School of the, Chicago
x	IV	A	Augustana College, Rock Island
x	IV	A	Aurora College, Aurora
-	II	D	Austin Evening Junior College, Chicago (closed June 1948; records on file at Crane Junior College
x	IV	A	Barat College, Lake Forest
-	II	A	Belleville Township Junior College (maximum sixty-six semester hours)
x	IV	A	Blackburn College, Carlinville
x	*M	A	Bradley University, Peoria
x	IV	A	Carthage College, Carthage
-	IV	A	Central Y.M.C.A. College, Chicago (closed June 1945)
-	II	A	Centralia Junior College, Centralia (maximum sixty-six semester hours)
-	II	B	Chicago Christian College, Chicago (maximum sixty semester hours; closed June 1937)
x	IV	A	Chicago Musical College, Chicago
x	IV	A	Chicago Teachers College, Chicago
x	*D	A	Chicago, University of, Chicago
x	IV	A	Concordia Teachers College, River Forest
-	II	A	Crane Junior College, Chicago (closed June 1933-1954; reopened September 1954 when Herzl Junior College closed; faculty and students moved to Crane; maximum credit sixty-six semester hours)
-	II	C	Danville Junior College, Danville (maximum sixty-six semester hours; closed June 1935)
-	II	C	Danville Community College, Danville (maximum sixty-six semester hours subject to one semester satisfactory work)
x	*M	A	DePaul University, Chicago (including downtown Liberal Arts)
-	-	C	Evening College of Commerce
x	*M	A	Eastern Illinois State Teachers College, Charleston
-	II	B	Elgin Junior College, Elgin (maximum sixty semester hours; closed about 1943)
-	II	A	Elgin Community College, Elgin (maximum sixty-six semester hours)
x	IV	A	Elmhurst College, Elmhurst
-	II	D	Englewood Evening Junior College, Chicago (closed June 1948; records on file at Wilson Junior College)
-	IV	A	Eureka College, Eureka
-	II	-	Evanston Collegiate Institute, Evanston (now Kendall College)
-	II	A	Evanston Township Community College, Evanston (maximum sixty-six semester hours; closed June 1952)

-	V	A	Fournier Institute, Lamont
-	-	-	Frances Shimer School, Mount Carroll (see Shimer College)
x	*M	A	George Williams College, Chicago (graduates admitted to full graduate status in Physical Education and Recreation and Social Work)
x	IV	A	Greenville College, Greenville
x	II	A	Herzl Junior College, Chicago (moved in September 1954; maximum sixty-six semester hours; see Crane Junior College)
x	IV	A	Illinois College, Jacksonville
x	*D	A	Illinois Institute of Technology, Chicago
-	II	C	Illinois Military School, Abingdon (closed January 1936)
x	*M	†A	Illinois State Normal University, Normal
x	IV	A	Illinois Wesleyan University, Bloomington
x	*M	A	James Millikin University, Decatur
x	II	A	Joliet Junior College, Joliet (maximum sixty-six semester hours)
-	II	A	Kendall College, Evanston (maximum sixty-six semester hours)
x	IV	A	Knox College, Galesburg
x	IV	A	Lake Forest College, Lake Forest
-	IV	A	LeClerc College, Belleville (closed June 1949; records on file with Notre Dame Junior College, St. Louis, Missouri)
x	II	A	LaSalle-Peru Junior College, LaSalle (maximum sixty-six semester hours)
-	IV	A	Lewis College of Science and Technology, Lockport (maximum sixty-six semester hours; credit beyond second year subject to special action by committee)
x	II	A	Lincoln College, Lincoln (maximum sixty-six semester hours)
x	*D	A	Loyola University, Chicago
x	II	A	Lyons Township Junior College, LaGrange (maximum sixty-six semester hours)
-	II	A	Maine Township Junior College, Des Plaines (closed June 1942)
-	IV	‡B	McKendree College, Lebanon (superior graduates especially recommended, admitted to full graduate status)
x	IV	A	McMurray College, Jacksonville (formerly Illinois Women's College)
x	II	A	Moline Community College, Moline (maximum sixty-six semester hours)
x	IV	A	Monmouth College, Monmouth
x	II	A	Monticello College, Godfrey (maximum sixty-six semester hours)
-	II	A	Morgan Park Junior College, Chicago (maximum sixty-six semester hours; closed June 1951)
x	II	A	Morton Junior College, Cicero (maximum sixty-six semester hours)
x	IV	A	Mundelein College, Chicago
x	IV	A	National College of Education, Evanston (graduates admitted to graduate study in Education)
x	IV	A	North Central College, Naperville
x	IV	C	Northern Baptist Theological Seminary, Chicago

x	*M	A	Northern Illinois State Teachers College, DeKalb
x	II	A	North Park College, Chicago (maximum sixty-six semester hours)
x	*D	A	Northwestern University, Evanston
-	II	A	Kendall College, Evanston (formerly Evanston Collegiate Institute; maximum sixty-six semester hours)
-	II	C	Oak Park Junior College, Oak Park (maximum sixty semester hours; closed June 1939)
-	IV	A	Olivet Nazarene College, Kankakee (formerly at Olivet)
-	IV	§B	Parks College of Aeronautical Technology, East St. Louis
-	II	A	Peoples Junior College, Chicago (maximum sixty-six semester hours, through June 1936; closed June 1936)
x	IV	A	Principia, The, Elsah (formerly in St. Louis, Missouri)
-	II	C	Proviso Junior College, Maywood (closed June 1939; operated only one year 1935-1936)
-	IV	A	Quincy College, Quincy (credit in Engineering beyond sophomore year allowed only by examination)
x	*M	A	Rockford College, Rockford
x	*M	A	Roosevelt University, Chicago
-	II	C	Roosevelt Military Academy, Aledo (closed 1934)
x	IV	A	Rosary College, River Forest
-	II	D	Schurz Evening Junior College, Chicago (closed June 1948; records on file at Wright Junior College)
x	II	A	St. Bede College, Peru (junior college; maximum sixty-six semester hours)
x	IV	A	St. Francis, College of, Joliet
x	IV	A	St. Francis Xavier College, Chicago
-	IV	A	St. Procopius College, Lisle
-	IV	‡B	St. Viator College, Bourbonnais (full credit for first two years; closed June 1939)
x	II	A	Shimer College, Mt. Carroll (formerly Francis Shimer College, Mt. Carroll; maximum sixty-six semester hours)
-	IV	‡B	Shurtleff College, Alton (A first two years; †B for last two years; graduates with B average admitted to full graduate standing)
x	*M	†A	Southern Illinois University, Carbondale
x	II	A	Springfield Junior College, Springfield (maximum sixty-six semester hours)
x	II	A	Thornton Junior College, Harvey (maximum sixty-six semester hours)
x	-	-	University of Illinois, Urbana (the reporting institution)
x	*M	†A	Western Illinois State Teachers College, Macomb
x	IV	A	Wheaton College, Wheaton
x	II	A	Wilson Junior College (South Side), City Junior College, Chicago (maximum sixty-six semester hours)
x	II	A	Wright (North Side), City Junior College, Chicago (maximum sixty-six semester hours)

* The designation of M or D for graduate work merely indicates that such work is offered. The acceptance of graduate credit toward an advanced degree is determined by the Department and the Graduate College.

†Graduates in agriculture must complete further undergraduate preparation satisfactory to the department concerned before being admitted to the Graduate School.

‡Full undergraduate credit up to thirty semester hours per year of attendance and admission to the graduate school with a deficiency of from eight to sixteen semester hours of undergraduate work.

§Full credit for work of the first four semesters except in Chemistry. Aeronautical Engineering credit beyond the first four semesters will be accepted. Graduates in Aeronautical Engineering with superior scholarship records will be admitted to graduate study in this field. Both undergraduates and graduates in Aeronautical Engineering will be subject to adjustment to curriculum requirements here.

INDIANA

Reported by

36 WILLIAM H. STRAIN, *Admissions Director*
Indiana University, Bloomington

-	*II	C	Ancilla Domini College, Donaldson
x	†IV	A	Anderson College and Theological Seminary, Anderson
-	†M	A	Arthur Jordan Conservatory of Music, Indianapolis (merged with Butler University 1951)
x	††D	A	Ball State Teachers College, Muncie
x	†M	A	Butler University, Indianapolis
-	†IV	C	Canterbury College, Danville (closed August 1951; records at Indiana State Teachers College)
-	†IV	C	Central Normal College, Danville (changed to Canterbury College 1946; records at Indiana State Teachers College)
-	II	C	Concordia College, Fort Wayne
x	†M	A	DePauw University, Greencastle
x	†M	A	Earlham College, Richmond
x	†IV	A	Evansville College, Evansville
-	II	C	Fort Wayne Art School, Fort Wayne
-	§*-	C	Fort Wayne Bible College, Fort Wayne
x	†IV	A	Franklin College of Indiana, Franklin
-	*II	A	Gary College, Gary (merged with Indiana University September 1948; records up to 1948 at the Indiana University Gary Center)
x	†IV	A	Goshen College, Goshen
-	-	F	Grace Theological Seminary and Grace College, Winona Lake
x	†IV	A	Hanover College, Hanover
-	†IV	C	Huntington College, Huntington
x	†IV	A	Indiana Central College, Indianapolis
x	††D	A	Indiana State Teachers College, Terre Haute
-	-	#B	Indiana Technical College, Fort Wayne
x	†-	-	Indiana University, Bloomington and Indianapolis (records for all divisions are at Bloomington; the reporting institution)
			**Indiana University Centers at East Chicago, Fort Wayne, Gary, Indianapolis, Jeffersonville, Kokomo, Richmond, South Bend, and Vincennes (records at Bloomington)
-	-	††B	Indianapolis College of Pharmacy, Indianapolis (merged with Butler University 1945)
-	†IV	A	John Herron Art School, Indianapolis
-	II	C	Kokomo Junior College, Kokomo (merged with Indiana University 1945; records up to 1945 at Indiana University Center in Kokomo)
x	†IV	A	Manchester College, North Manchester
-	†IV	C	Marian College, Indianapolis
-	†IV	C	Marion College, Marion
-	†IV	C	Moores Hill College (moved to Evansville in 1919, renamed Evansville College)
-	†IV	A	Normal College of the American Gymnastic Union, Indianapolis (merged with Indiana University 1941; records up to 1941 at Normal College of the American Gymnastic Union)

-	†IV	C	Oakland City College, Oakland City
x	†D	A	Purdue University, Lafayette
x	M	A	Rose Polytechnic Institute, Terre Haute
-	†IV	C	St. Benedict's College, Ferdinand
-	†IV	C	St. Francis College, Fort Wayne
x	†IV	A	St. Joseph's College, Collegeville
x	†IV	A	St. Mary-of-the-Woods College, St. Mary-of-the-Woods
x	†IV	A	St. Mary's College, Notre Dame
-	†IV	C	St. Meinrad Seminary, St. Meinrad
x	†IV	A	Taylor University, Upland
-	†IV	A	Teachers College of Indianapolis, Indianapolis (merged with Butler University 1930)
-	-	#B	Tri-State College, Angola
-	IV	C	Union Christian College, Merom (closed 1924; most records destroyed by fire; those extant are at the Merom Educational Institute)
x	†D	A	University of Notre Dame, Notre Dame
-	-	E	Valparaiso Technical Institute, Valparaiso
x	†IV	A	Valparaiso University, Valparaiso
-	*II	C	Vincennes University, Vincennes
x	†IV	A	Wabash College, Crawfordsville
-	IV	A	West Baden College, West Baden (constituent college for men of Loyola University, Chicago, Illinois)
-	†IV	C	Winona College, Winona Lake (Normal, Summer School; closed 1927; records at Indiana University)

*Accredited by the State Department of Public Instruction for at least two years of teacher training.

†Accredited by the State Department of Public Instruction for at least four years of teacher training.

‡Indiana University maintains a combined Ed.D. degree arrangement with Ball State Teachers College and Indiana State Teachers College. Candidates take two years of graduate work at the Teachers College and the final year at Indiana University.

§Accredited by the Accrediting Association of Bible Institutes and Bible Colleges. Courses applicable to bachelor's degree sequences at Indiana University are accepted. No policy has been established in regard to admission to the Graduate School.

#Credit for non-technical studies in the institutions so marked is accepted by Indiana University subject to validation by good work after transfer. In estimating credit, 5 term hours is accepted as 2 1/2 semester hours.

**Each of Indiana University's Centers is recognized for sixty semester hours credit toward the bachelor's degree and for graduate credit in all fields in which graduate instruction is offered at the Centers. Graduate courses are taught by faculty from the main campus.

††Indianapolis College of Pharmacy came to be accredited by the American Council on Pharmaceutical Education. Credit applicable to Indiana University curricula was accepted in transfer.

IOWA

Reported by

38 TED MCCARREL, *Director of Admissions and Registrar*
State University of Iowa, Iowa City

-	II	A	Albia Junior College, Albia (discontinued 1943)
-	II	A	Bloomfield Junior College, Bloomfield (discontinued 1949)
-	II	A	Boone Junior College, Boone (since September 1927)
x	IV	A	Briar Cliff, Sioux City (a two-year junior college September 1929 to June 1936; beginning with the year 1936-1937 a three-year college, maximum of ninety semester hours acceptable; a four-year college since April 1938)
-	II	A	Britt Junior College, Britt (since September 1927; discontinued June 1943; reopened September 1947; discontinued June 1951)
x	IV	A	Buena Vista College, Storm Lake
-	II	A	Burlington Junior College, Burlington (since 1920)
-	II	A	Centerville Junior College, Centerville (freshman year since September 1930; sophomore year since September 1931; discontinued June 1944; reopened September 1945)
x	IV	A	Central College, Pella
-	II	A	Chariton Junior College, Chariton (discontinued 1943)
-	II	A	Cherokee Junior College, Cherokee (discontinued 1938)
-	IV	C	Chicago Evangelistic Institute, Oskaloosa
-	II	A	Clarinda Junior College, Clarinda (since September 1923; discontinued June 1943; reopened September 1946)
-	I	A	Clarion Junior College, Clarion (discontinued 1930)
x	IV	A	Clarke College, Dubuque (formerly Mt. St. Joseph College; since about 1917)
-	II	A	Clinton Junior College, Clinton (freshman year since September 1946; sophomore year since September 1947)
x	IV	A	Coe College, Cedar Rapids
x	IV	A	Cornell College, Mount Vernon
-	II	A	Creston Junior College, Creston (since September 1926)
-	IV	A	Des Moines University, Des Moines (discontinued 1929; records at Sioux Falls College, Sioux Falls, South Dakota)
-	IV	F	Des Moines Still College of Osteopathy and Surgery, Des Moines
-	II	A	Dowling College, Des Moines (discontinued 1942)
x	M	A	Drake University, Des Moines
-	II	A	Eagle Grove Junior College, Eagle Grove (for freshman year since September 1928; for sophomore year since September 1929; sophomore year discontinued June 1943 to September 1945)
-	II	A	Earlham Junior College, Earlham (discontinued 1931)
-	II	A	Elkader Junior College, Elkader (freshman year since September 1929; sophomore year since September 1933; discontinued June 1948)
-	II	A	Ellsworth Junior College, Iowa Falls (since September 1929; a four-year college from about 1911 to September 1929)
-	II	A	Emmetsburg Junior College, Emmetsburg (freshman year since September 1930; sophomore year since September 1931; sophomore year, discontinued June 1943; reopened September 1945)

-	II	A	Estherville Junior College, Estherville (freshman year since September 1924; sophomore year since September 1928)
-	II	A	Fort Dodge Junior College, Fort Dodge (for freshman year, since September 1923; for sophomore year, since September 1925)
x	II	A	Graceland College, Lamoni (a two-year junior college up to 1923 with a maximum of sixty-four semester hours acceptable; from 1923 to June 1936, a maximum of ninety semester hours acceptable; discontinued third year in September 1936 and returned to junior college status)
-	II	A	Grandview College, Des Moines (since September 1938)
x	IV	A	Grinnell College, Grinnell
-	II	A	Independence Junior College, Independence (discontinued 1943)
x	D	A	Iowa State College of Agriculture and Mechanic Arts, Ames
x	M	A	Iowa State Teachers College, Cedar Falls
x	IV	A	Iowa Wesleyan College, Mt. Pleasant
-	II	A	Keokuk Community College, Keokuk (established with freshman year September 1953, sophomore year September 1954)
-	IV	A	Kletzing College, Oskaloosa (formerly John Fletcher College which was formerly Central Holiness University; A, 1923 to June 1936; E, 1936 to 1938; A, since 1938; discontinued June 1951; records at Chicago Evangelistic Institute, Oskaloosa)
-	IV	A	Lenox College, Hopkinton (approved as junior college 1922 to 1936; discontinued as senior college 1922 and as junior college 1942; records at University of Dubuque, Dubuque, Iowa)
x	IV	A	Loras College, Dubuque (formerly Columbia College)
x	IV	A	Luther College, Decorah (including Decorah College for Women)
-	II	A	Maquoketa Junior College, Maquoketa (discontinued 1943)
-	II	A	Marshalltown Junior College, Marshalltown (since September 1927)
-	IV	A	Marycrest College, Davenport
x	II	A	Mason City Junior College, Mason City (since September 1918)
x	IV	A	Morningside College, Sioux City
x	II	A	Mount Mercy Junior College, Cedar Rapids (since September 1929; credits earned prior to September 1929, to be validated before final acceptance)
x	II	A	Mount St. Clare Junior College, Clinton (freshman year since September 1928; sophomore year since September 1929)
-	II	A	Muscatine Junior College, Muscatine (since September 1929; freshman year since September 1929; sophomore year since September 1930)
x	II	A	Northwestern Junior College, Orange City (freshman year since September 1928; sophomore year since September 1929)
-	II	A	Osceola Junior College, Osceola (discontinued 1943)

x	II	A	Ottumwa Heights Junior College, Ottumwa (since September 1925; formerly St. Joseph's Junior College)
x	IV	A	Parsons College, Fairfield
-	I	A	Perry Junior College, Perry (discontinued 1948)
-	II	A	Red Oak Junior College (freshman year since September 1922; sophomore year since September 1930; discontinued June 1943; reopened September 1945; discontinued June 1951)
x	IV	A	St. Ambrose College, Davenport (as a junior college, freshman and sophomore years, since September 1921; as a senior college, accredited by North Central Association since September 1926)
-	II	A	Sheldon Junior College, Sheldon (freshman year since September 1926; sophomore year since September 1927; college discontinued 1943; reopened September 1946; discontinued June 1951)
x	IV	A	Simpson College, Indianola
x	-	-	State University of Iowa, Iowa City (the reporting institution)
-	II	A	Tipton Junior College, Tipton (discontinued 1943)
-	IV	A	Trinity College, Sioux City (approved as a junior college 1927 to 1932; discontinued as senior college 1947)
x	IV	A	University of Dubuque, Dubuque (A about 1916 to June 1936; E 1936-1937; A since 1937)
x	IV	A	Upper Iowa University, Fayette
x	II	A	Waldorf College, Forest City (since 1924; a four-year junior college since 1944)
x	IV	A	Wartburg College, Waverly (at Clinton prior to 1935; freshman and sophomore years since September 1927; junior year's work since September 1928; as a four-year college since September 1930)
-	IV	F	Wartburg Theological Seminary, Dubuque
-	II	A	Washington Junior College, Washington (since September 1926; discontinued June 1943; reopened September 1946; discontinued June 1951)
-	II	A	Waukon Junior College, Waukon (discontinued 1948)
-	II	A	Webster City Junior College, Webster City (since September 1926; discontinued June 1943; reopened September 1946)
x	IV	A	Westmar College, LeMars (formerly Western Union College; since about 1920)
-	IV	C	William Penn College, Oskaloosa

KANSAS

Reported by

EMMA J. WAGNER, *Assistant Admissions Officer*
University of Kansas, Lawrence

-	II	A	Arkansas City Junior College, Arkansas City
x	IV	A	Baker University, Baldwin City
x	IV	A	Bethany College, Lindsborg
x	IV	A	Bethel College, North Newton
-	II	A	Central College, McPherson
-	II	A	Chanute Junior College, Chanute
-	II	A	Coffeyville College, Coffeyville
x	IV	A	College of Emporia, Emporia
-	II	A	Dodge City Junior College, Dodge City
-	II	A	Donnelly College, Kansas City (accredited as a junior college, Fall, 1952)
-	II	A	ElDorado Junior College, ElDorado
x	IV	A	Fort Hays Kansas State College, Hays
-	II	A	Fort Scott Junior College, Fort Scott
x	IV	A	Friends University, Wichita
-	II	A	Garden City Junior College, Garden City
-	II	A	Hesston Junior College, Hesston
-	II	A	Highland Junior College, Highland
-	II	A	Hutchinson Junior College, Hutchinson
-	II	A	Independence Junior College, Independence
-	II	A	Iola Junior College, Iola
x	II	A	Kansas City Kansas Junior College, Kansas City
x	IV	A	Kansas State College of Agriculture and Applied Science, Manhattan
x	IV	A	Kansas State Teachers College, Emporia (accredited as teacher-training institution since 1915)
x	IV	A	Kansas State Teachers College, Pittsburg (accredited as teacher-training institution since 1915)
-	IV	A	Kansas Wesleyan University, Salina
x	IV	A	Marymount College, Salina
x	IV	A	McPherson College, McPherson
x	IV	A	Mount Saint Scholastica, Atchison
x	IV	A	Ottawa University, Ottawa
-	II	A	Parsons Junior College, Parsons
-	II	A	Pratt Junior College, Pratt
-	II	A	Sacred Heart Junior College, Wichita
x	IV	A	St. Benedict's College, Atchison
-	II	A	St. John's College, Winfield
x	IV	A	Saint Mary College, Xavier (accredited as a junior college 1928 - 1933)
x	IV	A	Southwestern College, Winfield
-	IV	*A	Sterling College, Sterling
-	IV	*A	Tabor College, Hillsboro
x	-	-	University of Kansas, Lawrence (the reporting institution)
-	II	A	Ursuline College of Paola, Paola
x	IV	A	Washburn Municipal University, Topeka
x	IV	A	Wichita, University of, Wichita

*Junior-Senior courses subject to individual evaluation. If validation is necessary this may be done by either examination or continuation courses. For admission to the Graduate School the student must offer forty Junior-Senior hours from approved departments.

KENTUCKY

Reported by

ROBERT L. MILLS, *University Registrar*
University of Kentucky, Lexington

x	IV	A	Asbury College, Wilmore
-	IV	E	Asbury Theological Seminary, Wilmore
x	II	A	Ashland Junior College, Ashland (Southern Association 1952)
-	IV	*C	Bellarmine College, Louisville
x	IV	A	Berea College, Berea
-	II	A	Bethel College, Russellville (July, 1925 to January 1, 1933; closed in 1933; merged with Georgetown College)
x	II	A	Bethel College, Hopkinsville (closed July 1, 1942; reopened September 1945)
†-	IV	A	Bowling Green College of Commerce, Bowling Green
x	II	A	Brescia College, Owensboro (formerly Mt. St. Joseph Junior College, Maple Mount; Southern Association since 1949)
x	II	A	Campbellsville College, Campbellsville
x	II	A	Caney Junior College, Pippapass (Southern Association 1952)
x	IV	A	Centre College, Danville
-	D	‡A	College of the Bible, Lexington
x	II	A	Cumberland College, Williamsburg
x	M	A	Eastern State College, Richmond (formerly Eastern State Teachers College)
x	IV	A	Georgetown College, Georgetown
-	II	§B	Hamilton College, Lexington (college work discontinued July 1, 1932; records now at Transylvania College)
-	IV	E	Kentucky Christian College, Grayson
#-	IV	A	Kentucky State College, Frankfort (Negro)
x	IV	A	Kentucky Wesleyan College, Owensboro (formerly located at Winchester)
x	II	A	Lees Junior College, Jackson (closed July 1, 1943; reopened September 1945)
x	II	A	Lindsey-Wilson Junior College, Columbia
-	II	B	Logan College, Russellville (closed June 1931; records at Kentucky Wesleyan College)
†-	II	A	Loretto Junior College, Nerinx
-	II	**B	Louisville Normal School, Louisville (closed July 1935; records in office of Louisville Board of Education)
-	D	‡A	Louisville Presbyterian Theological Seminary, Louisville
x	II	A	Midway Junior College, Midway
-	II	§B	Millersburg College, Millersburg (closed June 1931; location of records unknown)
x	M	A	Morehead State College, Morehead (formerly Morehead State Teachers College)
-	II	A	Mt. St. Joseph Junior College (see Brescia College)
-	IV	A	Municipal College for Negroes (operated by the University of Louisville; closed July 31, 1951; records at the University of Louisville)
x	M	A	Murray State College, Murray (formerly Murray State Teachers College)
x	IV	A	Nazareth College, Louisville

x	II	A	Nazareth Junior College, Nazareth
x	II	A	Paducah Junior College, Paducah
x	II	A	Pikeville College, Pikeville
-	II	A	Sacred Heart Junior College, Louisville (see Ursuline College)
-	II	A	St. Catharine's Junior College, St. Catharine
-	II	§B	St. Mary's College, St. Mary (dropped from accredited list July 1931)
-	D	‡A	Southern Baptist Theological Seminary, Louisville
x	II	A	Sue Bennett College, London
x	IV	A	Transylvania College, Lexington
x	IV	A	Union College, Barbourville
x	IV	A	Ursuline College, Louisville (formerly Sacred Heart Junior College; Southern Association 1949)
x	-	-	University of Kentucky, Lexington (the reporting institution)
x	D	A	University of Louisville, Louisville
†-	IV	A	Villa Madonna, RFD, Covington
x	M	A	Western Kentucky State College, Bowling Green (formerly Western Kentucky State Teachers College)

*New college, opened September 1950. Cannot be regionally accredited until three classes have been graduated.

† Effective September 1953 all institutions in Kentucky that are not members of the Southern Association of Colleges and Secondary Schools are not accredited by the University of Kentucky. Conditional credit will be allowed subject to validation by a year of satisfactory work in the University.

‡ Member of the American Association of Theological Schools. The University of Kentucky does not have a school of theology and thus limits undergraduate credit to a maximum of thirty semester hours toward the A.B. degree. Graduate credit will be accepted toward the doctorate where it is applicable to the student's graduate program at the University.

§ Credit accepted to maximum of twenty-five semester hours per year for two years.

Recognized and approved by the regional association although not a member of the association.

** Credit accepted to maximum of sixty-seven semester hours in College of Education only; maximum of thirty semester hours accepted in Arts and Sciences.

LOUISIANA

Reported by

JOHN A. HUNTER, *Registrar*
Louisiana State University and Agricultural and
Mechanical College, Baton Rouge

-	-	F	Academy of the Holy Angels, New Orleans
x	IV	A	Centenary College, Shreveport
-	III	C	DeLaSalle Normal, Lafayette
*-	IV	A	Dillard University, New Orleans
-	II	†A	Dodd College, Shreveport (junior college; closed about 1942)
x	II	A	Francis T. Nicholls Junior College, Thibodaux (junior college division of Louisiana State University)
*-	IV	A	Grambling College, Grambling
x	IV	A	H. Sophie Newcomb Memorial College, New Orleans
-	-	E	Leland College, Baker
x	IV	A	Louisiana College, Pineville
x	IV	A	Louisiana Polytechnic Institute, Ruston
x	-	-	Louisiana State University and Agricultural and Mechanical College, Baton Rouge (the reporting institution)
x	IV	A	Loyola University, New Orleans
-	II	‡C	Mansfield Female College, Mansfield (closed 1931)
#-	IV	A	McNeese State College, Lake Charles
-	I	C	Mount Carmel Normal, New Orleans
-	-	F	New Orleans Baptist Theological Seminary
-	I	§C	New Orleans Normal, New Orleans
#x	IV	A	Northeast Louisiana State College, Monroe
x	IV	A	Northwestern State College, Natchitoches
-	IV	C	Normal College of the Sacred Heart, Grand Coteau
x	IV	A	Notre Dame Seminary, New Orleans
-	II	**C	Silliman College, Clinton (closed)
x	IV	A	Southeastern Louisiana College, Hammond
*-	IV	A	Southern University, Scotlandville
x	IV	A	Southwestern Louisiana Institute, Lafayette
x	IV	A	St. Mary's Dominican College, New Orleans
-	-	F	St. Vincent's College, Shreveport
x	D	A	Tulane University, New Orleans
-	-	C	Ursuline College, New Orleans (closed August 31, 1953)
*-	IV	A	Xavier University, New Orleans

*Recognized and approved by the regional association although not a memb of the association.

†Information regarding records obtainable from office of the school.

‡Information regarding records obtainable from Centenary College.

§Information regarding records obtainable from Orleans Parish School Board, New Orleans.

#Offers a four-year curriculum, but is accredited by association as a two-year institution.

**Information regarding records obtainable from Judge Carlos Spaht, Baton Rouge, Louisiana.

MAINE

Reported by

PERCY F. CRANE, *Director of Admissions*
University of Maine, Orono

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-	IV	A	*Aroostook State Teachers College, Presque Isle
-	-	†B	Bangor Theological Seminary, Bangor
x	IV	A	Bates College, Lewiston
x	IV	A	Bowdoin College, Brunswick
x	IV	A	Colby College, Waterville
-	IV	A	College of Our Lady of Mercy, Portland (formerly St. Joseph's College)
-	-	-	Eastern State Normal School, Castine (closed; records on file at State Department of Education, Augusta, Maine)
-	IV	A	*Farmington State Teachers College, Farmington
-	IV	A	*Gorham State Teachers College, Gorham
-	IV	B	Husson College, Bangor
-	III	A	*Madawaska Training School, Fort Kent
-	IV	‡B	Nasson College, Springvale
-	-	B	Northern Conservatory of Music, Bangor
-	II	‡B	Portland Junior College, Portland
-	-	F	Portland University, Portland
-	IV	‡B	Ricker College, Houlton
-	-	‡B	St. Francis College, Biddeford
x	-	-	University of Maine, Orono (the reporting institution)
-	IV	A	*Washington State Teachers College, Machias
x	II	‡B	Westbrook Junior College, Portland

* Full credit accepted only in School of Education.
† Special arrangement with College of Arts and Sciences.
‡ Transcript of record given full value in parallel courses.

MARYLAND

Reported by

G. WATSON ALGIRE, *Director of Admissions*
University of Maryland, College Park

-	-	E	Baltimore College of Commerce, Baltimore
-	II	A	Baltimore Junior College, Baltimore
-	II	B	Chevy Chase Junior College, Chevy Chase (no longer in existence; closed June 1951; repository of records unknown)
-	II	B	Columbia Junior College, Takoma Park (see Washington Missionary College)
-	IV	A	Coppin State Teachers College, Baltimore (Negro)
x	IV	A	College of Notre Dame, Baltimore
-	-	E	George Washington Carver Junior College, Rockville (Negro)
x	IV	A	Goucher College, Baltimore
-	II	A	Hagerstown Junior College, Hagerstown
x	IV	A	Hood College, Frederick
x	D	A	Johns Hopkins University, The, Baltimore
x	IV	A	Loyola College, Baltimore
-	IV	*B	Maryland College for Women, Lutherville (no longer in existence; repository of records unknown)
-	-	†B	Maryland Institute, Baltimore
x	II	A	Montgomery Junior College, Takoma Park
x	IV	A	Morgan College, Baltimore (Negro)
x	IV	A	Mount Saint Agnes College, Baltimore
x	IV	A	Mount Saint Mary's College, Emmitsburg
-	-	E	Ner Israel Rabbinical College, Baltimore
-	-	†B	Peabody Institute of the City of Baltimore, Baltimore
x	II	‡B	Saint Charles College (J), Catonsville
x	IV	A	Saint John's College, Annapolis
x	IV	A	Saint Joseph's College, Emmitsburg
-	II	A	Saint Mary's Female Seminary (J), Saint Mary's City
x	IV	‡B	Saint Mary's Seminary and University, Baltimore
-	IV	A	State Teachers College, Bowie (Negro)
x	IV	A	State Teachers College, Frostburg
-	IV	A	State Teachers College, Salisbury
x	IV	A	State Teachers College, Towson
x	IV	A	United States Naval Academy, Annapolis
-	-	§B	University of Baltimore, Baltimore
x	-	-	University of Maryland, College Park (the reporting institution)
-	-	E	Xaverian College, Silver Spring
x	IV	A	Washington College, Chestertown
x	IV	A	Washington Missionary College, Takoma Park
x	IV	A	Western Maryland College, Westminster
-	-	E	Westminster Theological Seminary, Westminster
x	II	‡B	Woodstock College, Woodstock

* Advanced credit accepted toward undergraduate degree but not admitted to the Graduate School without additional work.

† Credit given certain courses in Art or Music for Art or Music majors respectively.

‡Credit given in some departments such as English, Language and Philosophy.

§Credit given certain courses upon approval of Department Heads at reporting institution.

MASSACHUSETTS

Reported by

M. O. LANPHEAR, *Registrar*
University of Massachusetts, Amherst

x	IV	A	American International College, Springfield
x	M	A	Amherst College, Amherst
-	*IV	C	Anna Maria College, Paxton
x	*IV	C	Assumption College, Worcester
x	*IV	C	Atlantic Union College, South Lancaster
x	*†III	‡C	Babson Institute of Business Administration, Babson Park
-	†II	A	Becker Junior College of Business Administration and Secretarial Science, Worcester
x	M	A	Boston College, Chestnut Hill
-	*IV	‡C	Boston Conservatory of Music, Boston
-	-	‡C	Boston School of Occupational Therapy, Boston (affiliated with Tufts College)
x	D	A	Boston University, Boston
-	*IV	‡C	Bouve, Boston (affiliated with Tufts College)
-	*IV	‡C	Bradford Durfee Technological Institute, Fall River
x	II	A	Bradford Junior College, Bradford
x	IV	A	Brandeis University, Waltham
-	II	A	Cambridge Junior College, Cambridge
x	D	A	Clark University, Worcester
-	*IV	‡C	Curry College, Boston
-	II	C	Dean Academy and Junior College, Franklin
x	*IV	‡C	Eastern Nazarene College, Wollaston
x	*M	‡C	Emerson College, Boston
x	*IV	A	Emmanuel College, Boston
x	II	A	Endicott Junior College, Beverly
-	-	§B	Franklin Technical Institute, Boston
x	II	§B	Garland School, Boston
-	*IV	‡C	Gordon College of Theology and Missions, Boston
x	D	A	Harvard University, Cambridge and Boston
x	IV	A	Holy Cross, College of the, Worcester
-	II	A	Holyoke Junior College, Holyoke
-	II	A	House-in-the Pines School, Norton
-	-	-	Jackson College, Medford - See Tufts College
x	II	A	Lasell Junior College, Auburndale
-	II	C	Leicester Junior College, Leicester
x	*IV	‡C	Lesley College, Cambridge
-	-	-	Lincoln Technical Institute, Boston (affiliated with Northeastern University)
x	*M	‡C	Lowell Technological Institute, Lowell
-	*IV	‡C	Massachusetts College of Optometry, Boston
-	*IV	‡C	Massachusetts College of Pharmacy, Boston
x	D	A	Massachusetts Institute of Technology, Cambridge
-	-	§B	Massachusetts Maritime Academy, Buzzards Bay
-	*IV	‡C	Massachusetts School of Art, Boston
x	*IV	C	Merrimack College, Andover
x	M	A	Mount Holyoke College, South Hadley
-	II	C	Mount Ida, Newton Centre
-	*IV	‡C	New Bedford Textile Institute, New Bedford
-	*IV	‡C	New England College of Pharmacy, Boston
x	*M	‡C	New England Conservatory of Music, Boston

-	*IV	‡C	New England School of Theology, Brookline
-	II	A	Newton Junior College, Newtonville
x	†II	A	Nichols Junior College, Dudley
x	M	A	Northeastern University, Boston
-	*IV	‡C	Nursery Training School, Boston (affiliated with Tufts College)
x	*IV	A	Our Lady of the Elms, College of, Chicopee
-	III	§B	Perry Kindergarten Normal School, Boston
x	II	A	Pine Manor Junior College, Wellesley
-	*M	‡C	Portia Law School and Calvin Coolidge College, Boston
x	D	A	Radcliffe College, Cambridge
x	*IV	A	Regis College, Weston
x	M	A	Simmons College, Boston
x	D	A	Smith College, Northampton
x	M	A	Springfield College, Springfield
-	*IV	§B	Staley College of the Spoken Word, Brookline
-	*M	A	State Teachers' College, Boston
x	M	A	State Teachers' College, Bridgewater
x	M	A	State Teachers' College, Fitchburg
x	IV	A	State Teachers' College, Framingham
-	IV	A	State Teachers' College, Lowell
x	*M	A	State Teachers' College, North Adams
x	IV	A	State Teachers' College, Salem
-	*IV	A	State Teachers' College, Westfield
-	M	A	State Teachers' College, Worcester
-	*IV	C	Stonehill College, North Easton
x	*IV	C	Suffolk University, Boston
x	D	A	Tufts College, Medford
x	-	-	University of Massachusetts, Amherst (the reporting institution)
x	M	A	Wellesley College, Wellesley
-	-	§B	Wentworth Institute, Boston
-	-	‡C	Western New England College, Springfield
x	IV	A	Wheaton College, Norton
x	*IV	‡C	Wheelock College, Boston
x	M	A	Williams College, Williamstown
x	II	A	Worcester Junior College, Worcester
x	D	A	Worcester Polytechnic Institute, Worcester

* Admission to graduate school determined on individual basis.
† For Business Administration.
‡ Credit allowed for courses that parallel those at the University.
§ A limited amount of credit granted provisionally in courses that parallel those at the University.

MICHIGAN

Reported by

CLYDE VROMAN, *Director of Admissions*
University of Michigan, Ann Arbor

*-	IV	A	Adrian College, Adrian
x	M	A	Albion College, Albion
x	IV	A	Alma College, Alma
-	II	C	Alpena Community College, Alpena
x	IV	A	Aquinas College, Grand Rapids
-	-	A	Battle Creek College, Battle Creek (discontinued in 1938; records on file with Mrs. Charles Lyman, 65 University, Battle Creek, Michigan)
x	II	A	Bay City Junior College, Bay City
x	IV	A	Calvin College, Grand Rapids
-	-	†F	Calvin Theological Seminary, Grand Rapids
x	M	A	Central Michigan College of Education, Mount Pleasant
-	M	F	Cleary College, Ypsilanti
*-	II	A	Community College and Technical Institute, Benton Harbor
-	-	-	Dearborn Junior College, Dearborn (formerly Fordson Junior College) see: Henry Ford Community College, Dearborn
x	IV	‡A	Detroit Institute of Musical Art, Detroit
*-	IV	*§#A	Detroit Institute of Technology, Detroit
-	-	**F	Dun Scotus College, Detroit
x	IV	A	Emmanuel Missionary College, Berrien Springs
*-	IV	††A	Ferris Institute, Big Rapids
x	II	A	Flint Junior College, Flint
-	V	‡‡A	General Motors Institute, Flint
x	II	A	Gogebic Junior College, Ironwood (formerly Ironwood Junior College)
-	IV	C	Grand Rapids Baptist Theological Seminary and Bible Institute, Grand Rapids
x	II	A	Grand Rapids Junior College, Grand Rapids
x	II	A	Henry Ford Community College, Dearborn (formerly Dearborn Junior College)
x	II	A	Highland Park Junior College, Highland Park
x	IV	A	Hillsdale College, Hillsdale
x	IV	A	Hope College, Holland
x	II	A	Jackson Junior College, Jackson
-	-	-	Junior College of Benton Harbor, Benton Harbor, see: Community College and Technical Institute, Benton Harbor
x	M	A	Kalamazoo College, Kalamazoo
-	IV	#C	Lawrence Institute of Technology, Highland Park
*-	IV	A	Madonna College, Livonia
x	IV	A	Marygrove College, Detroit (formerly St. Mary College)
x	IV	A	Mercy College, Detroit
*-	-	A	Merrill Palmer School, Detroit (non-degree granting unit admitting students with A.B. degree and senior students from cooperating institutions)

x	M	A	Michigan College of Mining and Technology, Houghton
x	D	A	Michigan State College, East Lansing
x	M	A	Michigan State Normal College, Ypsilanti
x	II	A	Muskegon Community College, Muskegon (formerly Muskegon Junior College)
x	IV	A	Nazareth College, Nazareth
x	IV	A	Northern Michigan College of Education, Marquette
-	II	C	Northwestern Michigan College, Traverse City
*-	IV	A	Olivet College, Olivet
-	IV	§§C	Owosso Bible College, Owosso (formerly Bible Holiness Seminary)
-	II	C	Owosso Community College, Owosso (discontinued September 1954)
x	II	A	Port Huron Junior College, Port Huron
-	IV	#C	Sacred Heart Seminary, Detroit
-	-	F	St. Joseph Seminary, Grand Rapids
-	IV	#C	St. Mary's College, Orchard Lake
x	M	A	Siena Heights College, Adrian (formerly St. Joseph College)
-	II	C	South Macomb Community College, Van Dyke
*-	II	A	Spring Arbor Junior College, Spring Arbor
*-	II	A	Suomi College and Theological Seminary, Hancock
x	M	A	University of Detroit, Detroit
-	-	E	University of Grand Rapids, Grand Rapids, (discontinued)
x	-	-	University of Michigan, Ann Arbor (the reporting institution)
-	D	A	Wayne University, Detroit (formerly College of the City of Detroit)
x	M	A	Western Michigan College of Education, Kalamazoo
-	-	F	Western Theological Seminary, Holland

*Accredited by Michigan Commission on College Accreditation, Department of Public Instruction, Lansing.

†Member of American Association of Theological Schools.

‡Affiliated with the University of Detroit; member of National Association of Schools of Music.

§Accredited for a two year period ending June 30, 1955, for the four year programs in Pharmacy and Business Administration, and the first two years of the Liberal Arts and Engineering programs.

#At least twelve semester hours of undergraduate work with a B average are required for admission to the Graduate School.

**Affiliated with the Catholic University of America, Washington, D. C.

††If graduation is after May 1952, a B+ average satisfies admission requirement to the Graduate School.

If graduation was before May 1952, at least twelve semester hours of undergraduate work with a B average are required for admission to the Graduate School.

‡‡If student is in fifth year continuation program, in top half of class and has recommendations, will be admitted to the Graduate School.

§§Second Bachelor's degree from an accredited institution required for admission to the Graduate School.

MINNESOTA

Reported by

MRS. CLARA H. KOENIG, *Assistant to Dean of Admissions and Records*
University of Minnesota, Minneapolis

-	II	A	Albert Lea Junior College, Albert Lea (February 2, 1940; closed end of 1942-1943)
x	IV	A	Augsburg College, Minneapolis (February 15, 1951; three years' credit, May 17, 1928; previously class II)
-	II	A	Austin Junior College, Austin (March 17, 1942; class I, April 2, 1941)
x	IV	A	*Bemidji State Teachers College, Bemidji
-	II	A	Bethany Lutheran College, Mankato (June 10, 1938)
-	IV	A	Bethel College, St. Paul (February 15, 1951; three years' credit, March 16, 1948; class II since May 18, 1933)
-	II	A	Brainerd Junior College, Brainerd (May 26, 1942)
x	IV	A	Carleton College, Northfield
x	IV	A	Concordia College, Moorhead (May 17, 1928; on individual basis, May 18, 1922; previously class II)
-	II	A	Concordia College, St. Paul
-	II	A	Crosby-Ironton Junior College, Crosby (May 26, 1942; discontinued May 1948)
-	-	E	Dr. Martin Luther College, New Ulm
-	II	A	Duluth Junior College, Duluth (October 17, 1929; class I, May 17, 1928; discontinued June 1950)
x	IV	A	Duluth Branch, University of Minnesota, Duluth (formerly Duluth State Teachers College; consolidation as of July 1, 1947)
-	II	A	Ely Junior College, Ely (October 22, 1925; previously class I)
x	II	A	Eveleth Junior College, Eveleth (May 19, 1921; previously class I)
x	IV	A	Gustavus Adolphus College, St. Peter
x	IV	A	Hamline University, St. Paul
x	II	A	Hibbing Junior College, Hibbing (May 23, 1918; previously class I)
-	II	A	Itasca Junior College, Coleraine (October 23, 1924; previously class I)
-	-	E	Luther Theological Seminary, St. Paul
x	IV	A	†Macalester College, St. Paul (includes the former Miss Wood's Kindergarten-Primary Training School, Minneapolis)
-	-	E	MacPhail College of Music, Minneapolis
x	IV	A	*Mankato State Teachers College, Mankato
-	-	E	Minneapolis College of Music, Minneapolis
-	-	E	Minneapolis-Minnesota College of Law, Minneapolis
-	-	E	Minneapolis School of Art, Minneapolis
-	-	E	Minnesota Bible College, Minneapolis
x	-	-	Minnesota, University of, Minneapolis; College of Agriculture, Forestry, and Home Economics, and School of Veterinary Medicine, St. Paul (the reporting institution)
x	IV	A	*Moorhead State Teachers College, Moorhead

-	-	E	Northwestern Lutheran Theological Seminary, Minneapolis
-	-	E	Northwestern Schools, Minneapolis
-	II	C	Park Region Luther College, Fergus Falls (December 20, 1928; previously class I; discontinued November 1, 1932; records on file at Concordia College, Moorhead)
-	II	C	Red Wing Seminary, Red Wing (April 12, 1931; II rating, 1929-1930; discontinued November 1, 1932; records on file at St. Olaf College, Northfield)
-	II	A	Rochester Junior College, Rochester (May 17, 1917; previously class I)
x	IV	A	Saint Benedict, College of, St. Joseph (on individual basis, May 15, 1924; previously class II)
x	IV	A	*Saint Catherine, College of, St. Paul (includes the Saint Paul Diocesan Teachers College)
x	IV	A	*Saint Cloud State Teachers College, St. Cloud
x	IV	A	Saint John's University, Collegeville (May 19, 1938; on individual basis October 29, 1932; previously class II)
x	IV	A	Saint Mary's College, Winona (on individual basis May 17, 1928; class II October 23, 1924; previously class I)
-	I	A	Saint Mary's Hall, Faribault (discontinued June 1942; records on file at preparatory department)
x	IV	A	Saint Olaf College, Northfield
-	-	E	Saint Paul Bible Institute, St. Paul
-	-	E	Saint Paul College of Law, St. Paul
-	II	A	Saint Paul Luther College, St. Paul (May 19, 1927; previously no college credit; absorbed Eureka Lutheran College, 1934; closed June 1935; records on file at Sioux Falls College, Sioux Falls, South Dakota)
x	IV	A	Saint Paul Seminary, St. Paul (February 15, 1951; liberal arts program only)
x	IV	A	Saint Scholastica, College of, Duluth (December 17, 1931; on individual basis February 11, 1927; class II October 25, 1923; previously class I)
x	IV	A	Saint Teresa, College of , Winona
x	IV	A	Saint Thomas, College of, St. Paul (December 19, 1935; individual basis May 21, 1931; class II, December 20, 1928, previously class IV)
-	II	A	Tracy Junior College, Tracy (May 16, 1940; closed May 1944; re-opened 1946-1947; closed May 1948; work accredited only in special cases; no credit in English allowed)
x	II	A	Virginia Junior College, Virginia (October 25, 1923; previously class I)
x	IV	A	*Winona State Teachers College, Winona
-	II	A	Worthington Junior College, Worthington (October 29, 1938)

*Blanket credit amounting to two years in the College of Education is given for the two-year standard diploma. In all other cases work is evaluated in the regular way.

† Graduates of the two-year curriculum at Miss Wood's are admitted to the College of Education with sixty blanket (quarter) credits provided they meet the standards for admission required of freshmen in the College of Science, Literature, and the Arts. Students entering Macalester in 1952 after one year at Miss Wood's receive credit for Macalester College work plus such credit for work at Miss Wood's as may be allowed by petition.
Records of students entering Macalester College in 1952 and later are evaluated as Macalester credit.

MISSISSIPPI

Reported by

ROBERT B. ELLIS, *Registrar*
University of Mississippi, University, Mississippi

*-	IV	A	Alcorn Agricultural and Mechanical College, Alcorn (Negro)
-	II	A	All Saints Episcopal College, Vicksburg
x	IV	A	Belhaven College, Jackson
x	IV	A	Blue Mountain College, Blue Mountain
-	II	†B	Chickasaw College, Pontotoc (closed 1930; no records filed)
x	II	A	Clark Memorial College, Newton
x	II	A	Copiah-Lincoln Junior College, Wesson
x	IV	A	Delta State Teachers College, Cleveland
x	II	A	East Central Junior College, Decatur
x	II	A	East Mississippi Junior College, Scooba (formerly Kemper County Junior College)
-	II	†B	Grenada College, Grenada (closed 1937; records on file at Belhaven College)
x	II	A	Gulf Park College, Gulfport
-	II	A	Harrison-Stone-Jackson College (see Perkinston Junior College)
-	II	A	Hillman College, Clinton (consolidated with Mississippi College, Clinton, in 1941)
x	II	A	Hinds County Junior College, Raymond
x	II	A	Holmes County Junior College, Goodman
-	II	A	Itawamba Junior College, Fulton
*-	IV	A	Jackson College, Jackson (Negro)
x	II	A	Jones County Junior College, Ellisville
-	II	A	Kemper County Junior College, Scooba (see East Mississippi Junior College)
-	II	E	Mary Holmes Junior College, West Point (Negro)
x	II	A	Meridian Municipal Junior College, Meridian
x	IV	A	Millsaps College, Jackson
‡x	IV	A	Mississippi College, Clinton
-	II	E	Mississippi Industrial College, Holly Springs (Negro)
‡x	IV	A	Mississippi Southern College, Hattiesburg (formerly State Teachers College)
‡x	IV	A	Mississippi State College, State College
x	IV	A	Mississippi State College for Women, Columbus
-	II	†B	Mississippi Synodical College, Holly Springs (closed 1939)
-	IV	E	Mississippi Vocational College, Itta Bena (Negro)
-	-	-	Mississippi Woman's College, Hattiesburg (closed 1940; reopened 1947; see William Carey College)
-	II	A	Northeast Junior College, Booneville
x	II	A	Northwest Mississippi Junior College, Senatobia (formerly Tate County Junior College)
-	II	E	Okolona College, Okolona (Negro)
x	II	A	Pearl River Junior College, Poplarville
x	II	A	Perkinston Junior College, Perkinston (formerly Harrison-Stone-Jackson Junior College)

-	II	E	Piney Woods Country Life School, Piney Woods (Negro)
-	II	E	Prentiss Normal and Industrial Institute, Prentiss (Negro)
*-	IV	A	Rust College, Holly Springs (Negro)
-	II	E	Southern Christian Institute, Edwards (Negro)
-	II	A	Southwest Mississippi Junior College, Summit
x	IV	A	State Teachers College, Hattiesburg (see Mississippi Southern College)
x	II	A	Sunflower County Junior College, Moorhead
-	II	A	Tate County Junior College, Senatobia (see Northwest Mississippi Junior College)
*-	IV	A	Tougaloo College, Tougaloo (Negro)
x	-	-	University of Mississippi, University (the reporting institution)
-	II	§B	Whitworth College, Brookhaven
-	IV	C	William Carey College, Hattiesburg (name changed from Mississippi Woman's College, 1954)
-	II	C	Wood Junior College, Mathiston

*Recognized and approved by the regional association although not a member of the association.

†Approximately three-fourths credit given after validation by successful work in the University.

‡Six semester hours of graduate courses may be accepted toward post-graduate degrees.

§Thirty semester hours maximum credit transferrable.

MISSOURI

Reported by

58 S. W. CANADA, *Registrar and Secretary of the Faculties*
University of Missouri, Columbia

-	-	E	Central Bible Institute, Springfield
x	IV	A	Central College, Fayette
x	M	*A	Central Missouri State College, Warrensburg
-	II	†A	Central Wesleyan College, Warrenton (to August 1934, and September 1935 to June 1939; unaccredited since June 1939; closed; records on file at Northeast Missouri State Teachers College)
x	II	†A	Christian College, Columbia
-	-	F	Conception Seminary, Conception
-	IV	‡B	Concordia Theological Seminary, St. Louis
-	II	†B	Conservation College, Iberia (formerly Iberia Junior College; closed June 1951; records on file at Drury College)
-	II	D	Conservatory of Music of Kansas City, Kansas City
x	II	†A	Cottey College, Nevada
x	IV	A	Culver-Stockton College, Canton
x	IV	A	Drury College, Springfield
-	-	F	Eden Theological Seminary, Webster Groves
-	II	†A	Flat River Junior College, Flat River
x	IV	A	Fontbonne College, St. Louis
-	II	†A	Hannibal-LaGrange College, Hannibal
x	IV	A	Harris Teachers College, St. Louis
-	II	†B	Jefferson College, St. Louis (approved as junior college but offered four years work; closed June 1944; records on file Downtown Y.M.C.A., 1528 Locust St., St. Louis, Missouri)
x	II	†A	Jefferson City, Junior College of, Jefferson City
x	II	†A	Joplin Junior College, Joplin
-	I	D	Kansas City Art Institute and School of Design, Kansas City
-	-	E	Kansas City College of Osteopathy and Surgery, Kansas City
x	II	†A	Kansas City, Junior College of, Kansas City
-	IV	C	Kansas City, Teachers College of, Kansas City (suspended June 1944)
x	M	*A	Kansas City, University of, Kansas City
x	II	†A	Kemper Military School, Boonville
-	-	F	Kenrick Seminary, St. Louis
-	-	E	Kirksville College of Osteopathy and Surgery, Kirksville
-	II	†A	Lincoln Junior College, Kansas City (closed June 1954; records on file at Lincoln High School, 2111 Woodland Avenue, Kansas City)
x	M	*A	Lincoln University, Jefferson City
x	IV	A	Lindenwood College, St. Charles
x	IV	A	Maryville College, St. Louis
-	-	F	Mercy Junior College, Webster Groves
-	II	†B	Missouri Baptist College, Poplar Bluff (closed August 1952; records on file at First Baptist Church)
x	-	-	Missouri, University of, Columbia (the reporting institution) School of Mines and Metallurgy, Rolla

x	IV	A	Missouri Valley College, Marshall
-	II	†B	Moark Baptist College, West Plains (closed June 1951; records on file at Missouri Baptist College)
-	II	†A	Moberly Junior College, Moberly
-	II	†B	Monett Junior College, Monett (closed June 1953; records on file in office of Superintendent of Schools)
-	-	F	Music and Arts University of St. Louis, St. Louis
-	III	C	National College for Christian Workers
x	M	*A	Northeast Missouri State Teachers College, Kirksville
x	IV	A	Northwest Missouri State College, Maryville
-	II	†B	Notre Dame Junior College, St. Louis
x	IV	A	Park College, Parkville
x	IV	A	Rockhurst College, Kansas City
x	II	†A	St. Joseph Junior College, St. Joseph
-	I	C	St. Louis College of Pharmacy and Applied Sciences
-	II	D	St. Louis Institute of Music, St. Louis
-	II	†A	St. Louis Preparatory Seminary, St. Louis
x	D	A	St. Louis University, St. Louis
-	II	†B	St. Mary's Junior College, O'Fallon
-	-	F	St. Mary's Seminary, Perryville
-	II	C	St. Paul's College, Concordia
x	IV	A	St. Teresa, College of, Kansas City
x	IV	A	Southeast Missouri State College, Cape Girardeau
-	II	†A	Southwest Baptist College, Bolivar
x	IV	A	Southwest Missouri State College, Springfield
x	II	†A	Stephens College, Columbia
x	IV	A	Stowe Teachers College, St. Louis (closed June 1954; records on file at Harris Teachers College)
x	IV	A	Tarkio College, Tarkio
-	II	†A	Trenton Junior College, Trenton
x	D	A	Washington University, St. Louis
x	IV	A	Webster College, Webster Groves
x	II	†A	Wentworth Military Academy, Lexington
x	IV	A	Westminster College, Fulton
x	IV	A	William Jewell College, Liberty
x	II	†A	Williams Woods College, Fulton

*Approved for the master's degree by the North Central Association of Colleges and Secondary Schools.

The University of Missouri does not grant credit outright for a master's degree to any student coming to the University to work toward a doctor's degree. In every case the previous training is considered by an advisory committee and an evaluation made after the student begins his work.

† Junior colleges are classified as Fully Accredited and designated with the symbol "A" or approved with the Certificate Privilege and designated with the symbol "B". The Certificate Privilege is a form of limited accreditation. Work satisfactorily completed in a junior college approved with the Certificate Privilege is accepted without examination, that is, on certificate, subject to the list of courses for which the junior college is approved.

All junior colleges accredited or approved with the Certificate Privilege are approved by individual courses. A bulletin is published

annually listing the approved junior colleges with their approved courses for the current year. A copy may be had without charge on addressing Secretary, Committee on Accredited Schools and Colleges, University of Missouri, Columbia, Missouri.

‡ Graduates admitted to Graduate School for advanced work in certain fields.

Credit toward undergraduate degrees accepted on recommendation of related departments, or on examination, or both.

MONTANA

Reported by

LEO SMITH, *Registrar*
Montana State University, Missoula

-	-	-	*Billings Polytechnic Institute, Billings (accredited by the Northwest Association as a junior college, July 1935; became affiliated with Intermountain Union College, 1937; accredited as a four-year institution for a probationary period of one year, April 1937; accrediting continued for one year, 1938; accrediting continued provisionally for one year, April 1939; regularly accredited, April 1940; incorporated as Rocky Mountain College, August 19, 1947, by merger of Billings Polytechnic Institute and Intermountain Union College)
x	IV	A	Carroll College, Helena (Known as Mount St. Charles College until May 1932; accredited by the North Central Association as a junior college, March 1920; as a four-year college, March 1932; given unrestricted accreditation by Northwest Association as a four-year degree granting college, 1949)
x	IV	A	College of Great Falls, Great Falls (formerly known as the Great Falls Normal College, and later the College of Education; accredited as a three-year normal college by the Northwest Association, April 1936; accredited as a four-year normal college for a period of one year by the Northwest Association, April 1938; regularly accredited April 1939)
-	II	†A	Custer County Junior College, Miles City (authorized by 1939 legislature; classes opened September 1939; credits accepted up to a maximum of ninety-six quarter credits for two years' work)
-	II	†A	Dawson County Junior College, Glendive (authorized by 1939 legislature; classes opened September 1940; credits accepted up to a maximum of ninety-six quarter credits for two years' work)
x	IV	A	‡Eastern Montana College of Education, Billings (formerly Eastern Montana Normal College; name changed by legislative action in 1949; authorized by the State Board of Education to offer a third year of elementary teacher training September 1937; accredited by the Northwest Association as a three-year institution April 1939; given unrestricted accreditation by the Northwest Association as a four-year degree granting college of elementary education in 1948)
-	-	-	*Intermountain Union College (located in Helena until Winter 1935; accredited by the North Central Association as a junior college, March 1929; accredited as a four-year college by the Northwest Association, March 1934; buildings destroyed, Fall 1935; moved to Great

			Falls and then to Billings, September 1936; affiliated with Billings Polytechnic Institute, 1937; incorporated as Rocky Mountain College, August 19, 1947, by merger of Billings Polytechnic Institute and Intermountain Union College)
x	M	§A	Montana School of Mines, Butte
x	M	§A	Montana State College, Bozeman (authorized by the State Board of Education to offer the Doctor's degree in Education April 12, 1954; program not to be started before summer 1955)
x	-	-	Montana State University, Missoula (the reporting institution; authorized by the State Board of Education to offer the Doctor's degree in Education April 12, 1954; program not to be started before summer 1955)
x	III	A	Northern Montana College, Havre (authorized by the State Board of Education to offer a three-year course for medical secretaries April 1939; for teachers, July 1939; accredited by the Northwest Association as a three-year institution, April 1940; authorized by the State Board of Education to offer Bachelor's and Master's degrees to elementary and secondary school teachers April 12, 1954)
x	II	A	Rocky Mountain College, Billings (formerly Billings Polytechnic Institute and Intermountain Union College; given regular accreditation by the Northwest Association as a two-year junior college from September 1, 1949 to September 1, 1952; restricted accreditation as a degree granting college, December, 1952)
x	IV	A	‡Western Montana College of Education, Dillon (formerly State Normal College; name changed by legislative action in 1949)

*See Rocky Mountain College.

† Approved without provision by State Board of Education, May 17, 1954.

‡ Authorized by the State Board of Education to offer the Bachelor's degree to secondary school teachers and to offer the Master's degree to elementary and secondary school teachers April 12, 1954.

§ Graduate work accepted from another institution may not reduce the residence requirement for the Master's degree to less than three quarters or summer sessions.

NEBRASKA

Reported by

G. W. ROSENLOF, *Dean of Admissions*
University of Nebraska, Lincoln

-	IV	A	College of St. Mary, Omaha
x	IV	A	Concordia Teachers College, Seward
-	-	B	Cotner College, Lincoln
x	M	A	Creighton University, Omaha
-	IV	A	Dana College, Blair
x	IV	A	Doane College, Crete
x	IV	A	Duchesne College, Omaha
-	II	A	Fairbury Junior College, Fairbury
-	II	B	Grace Bible Institute, Omaha
x	IV	A	Hastings College, Hastings
-	II	A	Luther College, Wahoo
-	II	A	McCook Junior College, McCook
x	IV	A	Midland College, Fremont
x	M	A	Municipal University of Omaha, Omaha
x	IV	A	Nebraska State Teachers College, Chadron
x	IV	A	Nebraska State Teachers College, Kearney
x	IV	A	Nebraska State Teachers College, Peru
x	IV	A	Nebraska State Teachers College, Wayne
x	IV	A	Nebraska Wesleyan University, Lincoln
-	II	A	Norfolk Junior College, Norfolk
-	II	A	Scottsbluff Junior College, Scottsbluff
x	IV	A	Union College, Lincoln
x	-	-	University of Nebraska, Lincoln (the reporting institution)
-	IV	A	York College, York

NEVADA

Reported by

64 CLARENCE E. BYRD, *Director of Admissions and Registrar*
University of Nevada, Reno

x	-	A	Nevada Southern, Las Vegas (an integral and official part of the University of Nevada - first registration Fall 1951 - records are kept by the University of Nevada)
x	-	-	University of Nevada, Reno (the reporting institution)

NEW HAMPSHIRE

Reported by

ROBERT O. CONANT, *Registrar*
Dartmouth College, Hanover

x	II	A	Colby Junior College for Women, New London
x	-	-	Dartmouth College, Hanover (the reporting institution)
x	IV	B	Keene State Teachers College, Keene
x	-	F	Mount St. Mary College, Hooksett
-	II	B	New England College, Henniker
-	IV	B	Plymouth State Teachers College, Plymouth
x	-	F	Rivier College, Nashua
x	IV	B	St. Anselms College, Manchester
-	II	B	Stonleigh College for Women, Rye
x	D	A	University of New Hampshire, Durham

Credit given only for courses similar to those offered by Dartmouth.

NEW JERSEY

Reported by

GEORGE A. KRAMER, *Director of Admissions*
Rutgers University, New Brunswick

66

-	-	F	Alma White College, Zarephath
-	II	C	Assumption Junior College, Mendham
-	II	C	Bloomfield College and Theological Seminary, Bloomfield
x	IV	A	Caldwell College, Caldwell
x	II	A	Centenary Junior College, Hackettstown
x	IV	A	College of St. Elizabeth, Convent Station
-	-	F	Don Bosco College, Newton
x	IV	A	Drew University (Brothers College), Madison
x	IV	A	Fairleigh Dickinson College, Rutherford and Teaneck (including formerly independent Bergen Junior College)
x	IV	A	Georgian Court College, Lakewood
-	-	E	Highland Manor Junior College, Long Branch
-	II	C	Immaculate Conception Junior College, Lodi
-	-	F	Immaculate Conception Seminary, Ramsey
-	-	-	*Institute for Advanced Study, Princeton
x	II	A	Jersey City Junior College, Jersey City
x	II	A	Monmouth Junior College, Long Branch
-	V	A	New Brunswick Theological Seminary, New Brunswick
-	V	A	New Jersey State Teachers College, Glassboro
-	IV	A	New Jersey State Teachers College, Jersey City
x	V	A	New Jersey State Teachers College, Montclair
-	V	A	New Jersey State Teachers College, Newark
-	IV	A	New Jersey State Teachers College, Paterson
x	V	A	New Jersey State Teachers College, Trenton
x	IV	A	Newark College of Engineering, Newark
-	II	C	Panzer College of Physical Education and Hygiene, East Orange
-	V	A	Princeton Theological Seminary, Princeton
x	IV	A	Princeton University, Princeton
-	II	†B	Rider College, Trenton
x	-	-	Rutgers University, The State University of New Jersey (the reporting institution) Colleges for Men, New Brunswick New Jersey College for Women, New Brunswick Newark Colleges, Newark University College, New Brunswick (at several locations in New Jersey) College of South Jersey, Camden (incorporated in Rutgers University, July 1, 1950)
-	II	C	St. Joseph's College, Princeton
x	IV	A	St. Peter's College, Jersey City
x	IV	A	Seton Hall University, South Orange, Newark and Jersey City (including formerly independent John Marshall College)
-	II	C	Shelton College, Ringwood Borough
x	IV	A	Stevens Institute of Technology, Hoboken

-	II	C	Trenton Junior College, Trenton
-	II	A	Union Junior College, Cranford
x	IV	A	Upsala College, East Orange
-	II	C	Villa Walsh College, Morristown
-	II	C	Westminster Choir College, Princeton

*This institution offers post-doctoral work only.
†Provisional rating valid until September 1, 1954.

The above ratings are made in accordance with an agreement between the New Jersey State Department of Education and Rutgers University, the State University of New Jersey.

NEW MEXICO

Reported by

68 J. C. MacGregor, *Director of Admissions*
University of New Mexico, Albuquerque

-	IV	*C	College of St. Joseph-on-the-Rio Grande, Albuquerque (formerly Catholic Teachers College of New Mexico, formerly St. Francis Summer College)
x	M	A	Eastern New Mexico University, Portales (formerly Eastern New Mexico College, formerly Eastern New Mexico Junior College; C through 1945-1946)
-	-	E	Montezuma College, East Las Vegas (closed 1936)
x	M	A	New Mexico College of Agriculture and Mechanic Arts, State College
x	M	A	New Mexico Highlands University, Las Vegas (formerly New Mexico Normal University; C 1931-1932 through 1935-1936)
x	M	A	New Mexico Institute of Mining and Technology, Socorro (formerly New Mexico School of Mines; C through 1939-1940; A 1940-1941 through 1944-1945; C 1945-1946 and 1946-1947; A starting with 1947-1948)
x	IV	A	New Mexico Military Institute, Roswell (C through 1937-1938; II through 1949-1950)
x	M	A	New Mexico Western College, Silver City (formerly New Mexico State Teachers College; C 1932-1933 through 1940-1941)
-	IV	*C	St. Michael's College, Santa Fe
x	-	-	University of New Mexico, Albuquerque (the reporting institution)

Transferred credits in engineering fields are given full value when earned in a professionally accredited program.

The University of New Mexico accepts graduate credit by transfer on an individual basis only, subject to the regulations set forth in the Graduate Bulletin. This applies to graduate work completed in all accredited institutions in this and other states.

Transferred extension work, except from member institutions of the National University Extension Association, must be established by examination. A "C" average in residence for one semester or two summer sessions is required for eligibility for such examination.

*A minimum grade average of 1.5 (A, 3.0; B, 2.0; C, 1.0) is required for admission from an unaccredited institution. No final evaluation of work is made until the transferring student has done a minimum of 30 semester hours of work in an undergraduate college in the University of New Mexico. Successful validation requires a minimum grade average of C on these first thirty hours. Not more than 60 semester hours, plus a maximum of 4 physical education activity credits, can be validated in this manner.

Admission of graduates from unaccredited institutions in New Mexico and elsewhere is determined on an individual basis, important deciding factors being the quality of the student's undergraduate record and his capabilities as indicated by performance in the Graduate Record Examination or other similar examinations.

NEW YORK

Reported by

CHARLES P. HURD, *Associate Director of University Admissions* 69
Columbia University, New York City

-	-	*E	Academy of Aeronautics, La Guardia Airport, New York City
x	IV	A	Adelphi College, Garden City
x	IV	A	Alfred University, Alfred
-	-	†E	American Academy of Dramatic Arts, New York City
-	II	C	American Hebrew Junior College, New York City (no longer in existence)
-	-	‡B	Ann-Reno Institute, New York City (see footnote ##)
-	-	†E	Art Students' League of New York, New York City
-	-	§E	Asia Institute, New York City
-	II	C	Auburn Community College, Auburn
-	-	#C	Auburn Theological Seminary, Auburn
-	-	‡B	Bank Street College of Education, New York City
-	-	#C	Baptist Bible Seminary, Johnson City
x	IV	A	Bard College, Annandale-on-Hudson
x	IV	A	Barnard College, Columbia University, New York City
x	IV	C	Bellarmine College, Plattsburg
x	II	A	Bennett Junior College, Millbrook
-	-	#C	Biblical Seminary in New York, New York City
x	II	A	Briarcliff Junior College, Briarcliff Manor
x	M	A	Brooklyn College, Brooklyn
-	II	‡C	Broome County Technical Institute, Binghamton (formerly New York State Institute of Applied Arts and Sciences)
-	-	E	Bryant & Stratton Business Institute, Buffalo
x	IV	A	Canisius College, Buffalo
-	IV	**C	Cathedral College of the Immaculate Conception, Brooklyn
-	II	C	Cazenovia Junior College, Cazenovia
-	-	‡B	Child Education Foundation, New York City
x	IV	A	Clarkson College of Technology, Potsdam
-	-	#B	Colgate-Rochester Divinity School, Rochester
x	IV	A	Colgate University, Hamilton
x	M	A	College of the City of New York (City College of New York)
x	IV	A	College of Mt. St. Vincent, Mt. St. Vincent
x	IV	A	College of New Rochelle, New Rochelle
x	IV	A	College of St. Rose, Albany
x	IV	A	Colleges of the Seneca (see Hobart College; William Smith College)
x	-	-	Columbia University, New York City (the reporting institution)
x	II	A	Concordia Collegiate Institute, Bronxville
x	IV	A	Cooper Union, New York City
x	M	A	Cornell University, Ithaca
-	-	E	Dramatic Work Shop and Technical Institute, New York City
-	II	C	Dominican Junior College of Blauvelt, Blauvelt

x	IV	A	D'Youville College, Buffalo	-
-	-	†E	Eastman Dental Dispensary and School for Dental Hygienists, Rochester	-
x	IV	A	Elmira College, Elmira	
-	II	C	Epiphany Apostolic College, Newburgh (Junior College)	
-	II	‡C	Erie County Technical Institute, Buffalo (formerly New York State Institute of Applied Arts and Sciences)	-
-	II	‡C	Fashion Institute of Technology and Design, New York City	-
-	IV	C	Finch College, New York City (formerly Finch Junior College; approved as junior college by Middle States Association)	- x x
x	M	A	Fordham University, New York City	-
-	-	#B	General Theological Seminary, New York City	
-	II	C	Genesee Junior College, Lima (no longer in existence)	-
x	IV	A	Good Counsel College, White Plains	-
-	-	‡B	Harriette Melissa Mills Training School for Kindergarten and Primary Teachers, New York City (see Mills College of Education)	-
x	IV	A	Hamilton College, Clinton	-
-	-	†E	Hans Hofmann School of Fine Arts, New York City	
x	IV	A	Hartwick College, Oneonta	-
-	-	#C	Hebrew Union College-Jewish Institute of Religion, New York City	-
-	-	E	Hebrew Union School of Education and Sacred Music, New York City	x -
x	IV	A	Hobart College, Geneva	x
x	IV	A	Hofstra College, Hempstead, Long Island	x
-	II	C	Holy Cross Preparatory Seminary, Dunkirk	-
-	-	#C	Holy Trinity Orthodox Seminary, Jordanville	-
x	IV	A	Houghton College, Houghton	-
x	M	A	Hunter College, New York City	-
-	-	§B	Institute of Public Administration, New York City	x
x	IV	A	Iona College, New Rochelle	-
-	IV	**C	Ithaca College, Ithaca	-
-	II	C	Jamestown Community College, Jamestown	x
-	-	E	Jewish Teacher's Seminary and People's University, New York City	x x
-	II	B	Jewish Theological Seminary, New York City	-
-	-	†††B	Juilliard School of Music, New York City	x
-	-	‡B	Kenwood Normal Training School, Albany	-
x	IV	A	Keuka College, Keuka Park	-
-	IV	C	Ladycliff College, Highland Falls	-
-	II	C	La Salette Seminary, Altamont	-
-	-	E	Latin-American Institute, New York City	
x	IV	C	Le Moyne College, Syracuse	-
-	IV	C	Long Island University, Brooklyn	x
x	IV	A	Manhattan College, New York City	-
-	IV	††C	Manhattan School of Music, New York City	-
x	IV	A	Manhattanville College of the Sacred Heart, Harrison	-
-	IV	††C	Mannes College of Music, New York City	x
-	IV	C	Marian College, Poughkeepsie	-
-	-	#B	Maryknoll Seminary, Maryknoll	-
x	IV	A	Maryknoll Teachers College, Maryknoll	
x	IV	A	Marymount College, Tarrytown	
-	II	C	Marymount Junior College, Tarrytown	

-	-	#C	Mesifta Talmudical Seminary, Brooklyn (including Teachers Institute)
-	-	‡B	Mills College of Education, New York City (provisional charter by the State Department of Education in the Fall of 1951; affiliated for the past twelve years with Adelphi College, Garden City)
-	-	#C	Missionary Training Institute, Nyack
-	II	‡C	Mohawk Valley Technical Institute, Utica (formerly New York State Institute of Applied Arts and Sciences)
-	-	#C	Mount St. Alphonsus Theological Seminary, Esopus
x	IV	A	Mount St. Joseph Teachers College, Buffalo
x	IV	A	Nazareth College, Rochester
-	-	†E	Neighborhood Playhouse School of the Theatre, New York City
-	IV	§**C	New School for Social Research, New York City
-	II	‡C	New York City Community College, New York City (formerly New York State Institute of Applied Arts and Sciences)
-	-	††B	New York College of Music, New York City
-	-	†E	New York School of Fine and Applied Arts, New York City
-	-	E	New York School of Interior Design, New York City
-	-	‡B	New York Training School for Teachers, New York City (no longer in existence)
x	M	A	New York University, New York City
-	-	E	Newspaper Institute of America, New York City
x	IV	A	Niagara University, Niagara Falls
x	IV	A	Notre Dame College of Staten Island, New York City
-	II	C	Orange County Community College, Middletown
-	-	†E	Ozenfant School of Fine Arts, New York City
-	IV	C	Pace College, New York City
-	II	C	Packard Junior College, New York City
x	II	A	Packer Collegiate Institute, Brooklyn
-	-	†E	Parsons School of Design, New York City
-	II	C	Paul Smith's College, Paul Smith's
x	IV	A	Polytechnic Institute of Brooklyn, Brooklyn
x	IV	A	Pratt Institute, Brooklyn
x	IV	A	Queens College, New York City
-	-	*E	Radio Corporation of America Institute, New York City
x	IV	A	Rensselaer Polytechnic Institute, Troy
-	IV	**C	Roberts Wesleyan College, North Chili
-	-	E	Rochester Business Institute, Rochester
-	-	‡B	Rochester Institute of Technology, Rochester
-	-	F	Rochester Training School, Rochester (no longer in existence)
-	IV	C	Rosary Hill College, Buffalo
x	IV	A	Russell Sage College, Troy
-	II	C	St. Andrew-on-Hudson, Poughkeepsie
-	-	F	St. Anthony-on-the-Hudson Seminary, Catskill
-	IV	#C	St. Bernard's Seminary and College, Rochester
x	IV	A	St. Bonaventure University, St. Bonaventure
-	-	F	St. Columban's Seminary, Silver Creek
-	IV	C	St. Francis College, Brooklyn

-	IV	C	St. John Fisher College, Rochester
x	IV	A	St. John's University, Brooklyn
x	IV	A	St. Joseph's College for Women, Brooklyn
-	IV	#C	St. Joseph's Seminary and College, Yonkers
x	II	C	St. Joseph's Seraphic Seminary, Callicoon
x	IV	A	St. Lawrence University, Canton
-	II	C	St. Thomas Acquinas College, Sparkill
-	I	#B	St. Vladimir's Orthodox Theological Seminary, New York City
x	IV	A	Sarah Lawrence College, Bronxville
-	IV	#C	Shelton College, New York City (formerly National Bible Institute, moved 1953 to Skylands, Ringwood Borough, New Jersey)
x	IV	A	Siena College, Loudonville (also known as St. Bernadine of Siena College)
x	IV	A	Skidmore College, Saratoga Springs
			State University of New York, Albany
x	IV	A	Champlain College, Plattsburgh (no longer in existence, 1953)
x	IV	A	Harpur College, Endicott
x	IV	**A	College of Forestry, Syracuse
x	IV	**A	Maritime College, Fort Schuyler 61
x	M	A	College for Teachers, Albany
x	IV	A	College for Teachers, Buffalo
x	IV	C	Teachers College, Brockport
x	IV	A	Teachers College, Cortland
x	IV	C	Teachers College, Fredonia
x	IV	C	Teachers College, Geneseo
x	IV	A	Teachers College, New Paltz
x	IV	A	Teachers College, Oneonta
x	IV	A	Teachers College, Oswego
x	IV	C	Teachers College, Plattsburgh
x	IV	C	Teachers College, Potsdam
x	II	‡ ‡‡C	Agricultural and Technical Institute, Alfred
x	II	‡ ‡‡C	Agricultural and Technical Institute, Canton
x	II	‡ ‡‡C	Agricultural and Technical Institute, Delhi
x	II	‡ ‡‡C	Agricultural and Technical Institute, Morrisville
x	II	‡ ‡‡C	Institute of Agriculture and Home Economics, Cobleskill
x	II	‡ ‡‡C	Long Island Agricultural and Technical Institute, Farmingdale
x	M	A	Syracuse University, Syracuse
-	II	B	Teachers Institute of Jewish Theological Seminary of America, New York City (see Jewish Theological Seminary)
-	II	C	Troy Technical Institute, Troy
-	-	#B	Union Theological Seminary, New York City (including Auburn Theological Seminary)
x	M	A	Union College, Schenectady
x	IV	**A	United States Merchant Marine Academy, King's Point
x	IV	A	United States Military Academy, West Point
x	M	A	University of Buffalo, Buffalo
x	M	A	University of Rochester, Rochester
x	M	A	Vassar College, Poughkeepsie

x	IV	A	Wagner College, Staten Island
-	II	C	Walter Hervey Junior College, New York City
x	IV	A	Webb Institute of Naval Architecture, Glen Cove, Long Island
x	IV	A	Wells College, Aurora
-	II	‡C	Westchester Community College, White Plains (formerly New York State Institute of Applied Arts and Sciences)
x	IV	A	William Smith College, Geneva
x	IV	A	Yeshiva University, New York City

*Write to reporting institution for further information.

†In general, credit is not allowed for work completed in professional schools not affiliated with an approved college or university. Exemptions without point credit may be allowed and in unusual cases a limited amount of credit may be assigned if student majors in field for which previous work is appropriate preparation.

‡In individual cases limited credit may be assigned if student majors in field for which previous work is appropriate preparation.

§In individual cases limited graduate transfer credit may be awarded for the doctorate.

*Theological seminaries and schools are classed as professional schools. In individual cases limited credit may be awarded toward a liberal arts degree for academic work and for cultural courses in the professional field.

**Student may be required to do additional work for admission to graduate study.

††Columbia University does not give degrees in applied music and therefore does not ordinarily allow full credit for work completed in professional schools of music.

‡‡Columbia University has no agricultural schools. Cornell University gives blanket credit of thirty points when applicant is recommended by the Director of the particular institute.

**Adelphi College grants Bachelors degree for completion of program at Ann Reno Institute. Write Columbia University for policy on transferring of credit.

NORTH CAROLINA

Reported by

ROY ARMSTRONG, *Director of Admissions*
University of North Carolina, Chapel Hill

*-	M	B	Agricultural and Technical College of North Carolina, Greensboro (Negro)
x	M	A	Appalachian State Teachers College, Boone
-	II	A	Asheville-Biltmore College, Asheville (formerly Biltmore Junior College, Biltmore)
-	II	A	Asheville, Junior College of the City of, Asheville (discontinued, 1930; records on file with superintendent of schools, Asheville)
-	II	†B	Asheville Normal and Associated Schools, Asheville (two-year course; discontinued)
-	IV	‡B	Asheville Normal and Associated Schools, Asheville (four-year course; discontinued)
-	IV	§A	Atlantic Christian College, Wilson
*-	IV	F	Barber Scotia College, Concord (Negro)
x	II	A	Belmont Abbey Junior College, Belmont
*-	IV	B	Bennett College, Greensboro (Negro)
-	-	E	Black Mountain College, Black Mountain
-	-	-	Boiling Springs Junior College, Boiling Springs (see Gardner-Webb Junior College)
x	II	A	Brevard College, Brevard (formed 1923 by combining Rutherford and Weaver)
-	-	-	Buncombe County Junior College (see Asheville-Biltmore)
x	II	A	Campbell College, Buie's Creek
-	-	E	Carolina New College, Burnsville (discontinued 1930)
x	IV	A	Catawba College, Salisbury
-	II	A	Charlotte College, Charlotte
-	II	A	Chowan College, Murfreesboro (not accredited 1938-1939; 1939-1940)
-	-	E	Concordia College, Conover (discontinued 1930)
-	-	-	Cullowhee State Normal School (see Western Carolina College)
-	II	A	Davenport College, Lenoir (closed 1934; records probably at Greensboro College)
x	IV	A	Davidson College, Davidson
x	D	A	Duke University, Durham (formerly Trinity College)
x	M	A	East Carolina College, Greenville
*-	IV	F	Elizabeth City State Teachers College, Elizabeth City (formerly State Normal School) (Negro)
x	IV	A	Elon College, Elon College
*-	IV	F	Fayetteville State Teachers College, Fayetteville (formerly State Colored Normal School; Negro)
x	IV	A	Flora Macdonald College, Red Springs
x	II	A	Gardner-Webb Junior College, Boiling Springs (formerly Boiling Springs Junior College; not accredited 1938-1939; 1939-1940)
-	II	F	George Washington Carver College, Charlotte (Negro)
x	IV	A	Greensboro College, Greensboro
x	IV	A	Guilford College, Guilford College
x	IV	A	High Point College, High Point

-	II	F	Immanuel Lutheran College, Greensboro (Negro)
*-	IV	B	Johnson C. Smith University, Charlotte (Negro)
-	-	F	Kittrell College, Kittrell (Negro)
x	II	A	Lees-McRae College, Banner Elk
x	IV	A	Lenoir-Rhyne College, Hickory
*-	IV	B	Livingstone College, Salisbury (Negro)
x	II	A	Louisburg College, Louisburg
x	II	A	Mars Hill College, Mars Hill
x	IV	A	Meredith College, Raleigh
-	II	A	Mitchell College, Statesville
-	II	A	Montreat College, Montreat (formerly Montreat Normal School)
*-	D	B	North Carolina College, Durham (Negro)
-	-	-	North Carolina College for Women, Greensboro (see Woman's College)
x	D	A	North Carolina State College of Agriculture and Engineering of The University of North Carolina, Raleigh
-	II	A	Oak Ridge Military Institute, Oak Ridge
x	II	A	Peace College, Raleigh
x	IV	C	Pembroke State College, Pembroke (formerly Cherokee Indian Normal School)
x	II	A	Pfeiffer Junior College, Misenheimer
-	II	A	Pineland Junior College (Girls) and Edwards Military Institute, Salemburg
x	II	A	Presbyterian Junior College for Men, Maxton
x	IV	A	Queens College, Charlotte (formerly Queens-Chicora)
-	II	A	Rutherford College, Rutherford College (discontinued; see Brevard College)
-	II	A	Sacred Heart Junior College, Belmont
*-	IV	B	St. Augustine's College, Raleigh (Negro)
-	II	A	St. Genevieve-of-the-Pines, Asheville
x	II	A	St. Mary's School and Junior College, Raleigh
x	IV	A	Salem College, Winston-Salem
*-	IV	B	Shaw University, Raleigh (Negro)
-	-	E	Southeastern Baptist Theological Seminary, Wake Forest
-	-	-	Trinity College (see Duke University)
x	-	-	University of North Carolina, Chapel Hill (the reporting institution)
x	IV	A	Wake Forest College, Wake Forest
x	II	A	Warren Wilson Junior College, Swannanoa
-	II	A	Weaver College, Weaverville (see Brevard College)
x	M	A	Western Carolina College, Cullowhee
x	II	A	Wilmington College, Wilmington
x	II	A	Wingate Junior College, Wingate
*-	IV	F	Winston-Salem Teachers College, Winston-Salem (Negro)
x	M	A	Woman's College of The University of North Carolina, Greensboro

* Recognized and approved by the regional association but not a member of the association.
All graduates of Negro colleges in the state are judged on basis of graduate record examination.
Anyone interested in the evaluation of transcripts from these institutions may secure definite information by writing to Dr. James E. Hillman, Department of Education, Raleigh, North Carolina.

† No work of "formal" character credited; hence, maximum credit little more than one year.

‡ Degree accepted provisionally for graduate standing; major must be in elementary education.

§ Graduates accepted into Graduate School on provisional basis, to be validated through graduate record examination.

NORTH DAKOTA

Reported by

RUBY M. MCKENZIE, *Registrar*
University of North Dakota, Grand Forks

-	II	*B	Assumption Abbey College, Richardton
-	II	*B	Bismarck Junior College, Bismarck
-	II	*B	Devils Lake Junior College, Devils Lake
-	-	-	Fargo College, Fargo (closed; Mrs. H. C. Rosten, Fargo, acting Registrar in charge of records)
x	IV	A	Jamestown College, Jamestown
x	IV	A	State Agricultural College, Fargo
x	IV	A	State Normal School, Dickinson
-	IV	A	State Normal School, Ellendale
-	II	*B	State School of Forestry, Bottineau
-	II	*B	State School of Science, Wahpeton
-	IV	A	State Teachers College, Mayville
x	IV	A	State Teachers College, Minot
x	IV	A	State Teachers College, Valley City
-	-	†-	Wesley College, Grand Forks
x	-	-	University of North Dakota, Grand Forks (the reporting institution)

* Junior College. We accept a maximum of sixty semester credits, or fifteen semester credits a semester.

† Under the provisions of the Trustees' resolution of 1904, Wesley College was affiliated with the University. University students are free to enroll in courses in religion, while students in Wesley College may pursue courses offered in the University. The College of Science, Literature, and Arts and the College of Education accept work done in religion in Wesley College to the amount of thirty-two semester hours. Wesley College accepts credits from the University of North Dakota for theoretical work required for the teacher's certificate and graduation diploma.

OHIO

Reported by

78 RONALD B. THOMPSON, *Registrar and University Examiner*
The Ohio State University, Columbus

x	IV	A	Adelbert College (Western Reserve University), Cleveland	x
-	*IV	A	Air Force Institute of Technology, Wright-Patterson Air Force Base (Dayton)	x
x	M	A	Akron, University of, Akron	x
x	M	A	Antioch College, Yellow Springs	x
x	IV	A	Ashland College, Ashland	x
-	IV	C	Athenaeum Teachers College, Cincinnati	x
x	IV	A	Baldwin-Wallace College, Berea	x
-	-	E	Bliss College, Columbus	x
x	IV	A	Bluffton College, Bluffton	-
x	M	A	Bowling Green State University, Bowling Green	x
x	IV	A	Capital University, Columbus	
x	D	A	Case Institute of Technology, Cleveland (formerly Case School of Applied Science)	-
-	IV	C	Cedarville Baptist College and Bible Institute (known as Cedarville College prior to 1953), Cedarville	x
x	IV	A	Central State College, Wilberforce (Negro; formerly College of Education and Industrial Arts)	x
-	IV	†B	Cincinnati Conservatory of Music, Cincinnati	-
x	D	A	Cincinnati, University of, Cincinnati	-
-	-	E	Circleville Bible College, Circleville	x
-	-	E	Cleveland Baptist Bible Institute, Cleveland (became a part of Cedarville Baptist College and Bible Institute in 1953)	x
-	-	E	Cleveland Bible College, Cleveland	x
x	IV	A	Cleveland College (Western Reserve University), Cleveland	-
-	IV	†B	Cleveland Institute of Music, Cleveland	-
-	IV	†B	College of Music of Cincinnati, Cincinnati	-
x	IV	A	Dayton, University of, Dayton	-
-	-	E	Dayton Y.M.C.A. College, Dayton (name changed to Sinclair College)	x
-	‡IV	A	Defiance College, Defiance	-
x	IV	A	Denison University, Granville	-
-	-	E	Dyke and Spencerian College, Cleveland	-
x	IV	A	Education and Industrial Arts, College of, Wilberforce (Negro; name changed to Central State College)	-
x	IV	A	Fenn College, Cleveland	
-	‡IV	A	Findlay College, Findlay	-
x	IV	A	Flora Stone Mather College (Western Reserve University), Cleveland	-
-	IV	D	Franklin University, General College of, Columbus	x
				-
				x
				x
				x
				-

-	-	E	Giffin College, Van Wert
-	-	E	God's Bible College, Cincinnati
-	-	E	Grailville Community College, Cleveland
-	-	E	Hebrew Union College, Cincinnati
x	IV	A	Heidelberg College, Tiffin
x	IV	A	Hiram College, Hiram
x	M	A	John Carroll University, Cleveland
x	M	A	Kent State University, Kent
x	IV	A	Kenyon College, Gambier
x	IV	A	Lake Erie College, Painesville
x	IV	A	Marietta College, Marietta
x	IV	A	Mary Manse College, Toledo
x	M	A	Miami University, Oxford
-	-	E	Miami-Jacobs College, Dayton
x	IV	A	Mount St. Joseph-on-the-Ohio, College of, Mount St. Joseph
-	IV	C	Mount St. Mary of the West, Cincinnati
x	IV	A	Mount Union College, Alliance
x	IV	A	Muskingum College, New Concord
x	IV	A	Notre Dame College, Cleveland
x	M	A	Oberlin College, Oberlin
-	-	E	Office Training School, Columbus
-	IV	D	Ohio Mechanics Institute, Cincinnati
-	‡IV	A	Ohio Northern University, Ada
x	-	-	Ohio State University, Columbus (the reporting institution)
x	M	A	Ohio University, Athens
x	M	A	Ohio Wesleyan University, Delaware
x	IV	A	Otterbein College, Westerville
-	‡IV	A	Our Lady of Cincinnati College, Cincinnati
-	*IV	A	Pontifical College Josephinum, Worthington
-	*IV	A	Rio Grande College, Rio Grande
-	IV	§B	St. Charles Borromeo, College of, Columbus
-	IV	A	St. John College of Cleveland, Cleveland (formerly Sisters College of Cleveland)
x	IV	A	St. Mary of the Springs, College of, Columbus
-	-	E	Salmon P. Chase College, Cincinnati
-	-	E	Schauffler College, Cleveland
-	IV	#B	Sinclair College, Dayton (formerly Dayton Y.M.C.A. College)
-	*IV	A	Sisters College of Cleveland, Cleveland (name changed to St. John College of Cleveland)
-	IV	A	Steubenville, College of, Steubenville
-	-	E	Tiffin University, Tiffin
x	M	A	Toledo, University of, Toledo
-	II	#B	Urbana Junior College, Urbana
x	IV	A	Ursuline College, Cleveland
x	IV	A	Western College, Oxford
x	D	A	Western Reserve University, Cleveland
-	IV	C	Wilberforce University, Wilberforce (Negro; was fully accredited from 1939 to 1947)

x	IV	A	Wilmington College, Wilmington
x	IV	A	Wittenberg College, Springfield
x	IV	A	Wooster, College of, Wooster
x	M	A	Xavier University, Cincinnati
x	IV	A	Youngstown College, Youngstown

*Advanced credit accepted toward undergraduate degree but not admitted to the Graduate School without additional work.

†Credit is granted in Music if recommended by that department.

‡May be required to do additional work before admission to the Graduate School.

§Credit given in some departments, such as English, language and philosophy. Not admitted to Graduate School without additional work.

#If recommended by the president or registrar of that school and if the student has at least a "B" average.

OKLAHOMA

Reported by

J. E. FELLOWS, *Dean of Admissions and Registrar*
University of Oklahoma, Norman

-	II	A	**Altus Public Junior College, Altus**
-	-	E	Apostolic College, Tulsa
-	II	A	Bacone College, Bacone
-	II	A	Bartlesville Public Junior College, Bartlesville (two years credit transferable, 1927-1942; one year, 1942-1943; discontinued, 1943-1946; one year, 1946-1947; two years, 1947-1950; discontinued May 1950; records on file with the Superintendent of Schools, Bartlesville, Oklahoma)
-	IV	A	Benedictine Heights College, Guthrie
-	IV	A	Bethany-Peniel College, Bethany
-	I	A	Bristow Public Junior College, Bristow (one year credit transferable, 1928-1929; one year, 1933-1940; two years, 1940-1942; discontinued, 1942-1946; one year, 1946-1952; discontinued, May 1952; records on file with the Superintendent of Schools, Bristow, Oklahoma)
-	II	A	Cameron State Agricultural College, Lawton
-	II	A	Carnegie Public Junior College, Carnegie (one year credit transferable, 1938-1940; two years, 1940-1942; discontinued 1942-1946; one year, 1946-1947; two years, 1947-1952; discontinued, May 1952; records on file with the Superintendent of Schools, Carnegie, Oklahoma)
-	II	C	Central Christian Bible College, Bartlesville (one year credit transferable, 1950- 1951; two years, 1951-1955)
x	*M	A	Central State College, Edmond
-	I	A	Chandler Public Junior College, Chandler (discontinued May 1936; records on file with the Superintendent of Schools, Chandler, Oklahoma)
-	II	A	Connors State Agricultural College, Warner
-	I	A	Drumright Public Junior College, Drumright (discontinued May 1937; records on file with Superintendent of Schools, Drumright, Oklahoma)
-	II	A	Duncan Public Junior College, Duncan (one year credit transferable, 1937-1940; two years, 1940-1942; discontinued May 1942; records on file with the Superintendent of Schools, Duncan, Oklahoma)
x	*M	A	East Central State College, Ada
x	II	A	Eastern Oklahoma Agricultural and Mechanical College, Wilburton
-	II	A	El Reno Public Junior College, El Reno
-	II	A	Holdenville Public Junior College, Holdenville (one year credit transferable, 1933-1940; two years, 1940-1942; discontinued May 1942; records on file with the Superintendent of Schools, Holdenville, Oklahoma)
-	I	A	Hollis Public Junior College, Hollis (discontinued May 1938; records on file with the Superintendent of Schools, Hollis, Oklahoma)

-	M	A	Kingfisher College, Kingfisher (discontinued May 1927; records on file at the Office of Admissions and Records, University of Oklahoma, Norman, Oklahoma)	-
-	II	A	Kiowa County Public Junior College, Hobart (discontinued May 1950; records on file with the Superintendent of Schools, Hobart, Oklahoma)	x - -
x	IV	A	Langston University, Langston (Negro)	
-	II	A	Mangum Public Junior College, Mangum (one year credit transferable, 1937-1939; two years, 1939-1941; discontinued 1941-1946; one year, 1946-1947; two years, 1947-1952; discontinued, May 1952; records on file with the Superintendent of Schools, Mangum, Oklahoma)	-
-	II	A	Monte Cassino Junior College, Tulsa (discontinued May 1944; records on file at Monte Casino School for Girls, Tulsa, Oklahoma)	-
-	II	A	Murray State School of Agriculture, Tishomingo	
-	II	A	Muskogee Public Junior College, Muskogee	-
x	II	A	Northeastern Oklahoma Agricultural and Mechanical College, Miami	
x	*M	A	Northeastern State College, Tahlequah	
x	II	A	Northern Oklahoma Junior College, Tonkawa	-
x	*M	A	Northwestern State College, Alva	-
-	I	A	Okemah Public Junior College, Okemah (one year credit transferable, 1926-1929; 1933-1940; discontinued May 1940; records on file with the Superintendent of Schools, Okemah, Oklahoma)	x
x	D	A	Oklahoma Agricultural and Mechanical College, Stillwater	x -
x	IV	A	Oklahoma Baptist University, Shawnee	
-	-	E	Oklahoma City Pentecostal Holiness, Oklahoma City	
-	I	A	Oklahoma City Public Junior College, Oklahoma City (one year credit transferable, 1935-1945; discontinued May 1945; records on file with the Superintendent of Schools, Oklahoma City, Oklahoma)	- x
x	IV	A	Oklahoma City University, Oklahoma City	-
x	*M	A	Oklahoma College for Women, Chickasha	
x	II	A	Oklahoma Military Academy, Claremore	-
-	II	A	Oklahoma Presbyterian College for Girls, Durant (discontinued May 1936; records on file with the Registrar, Southeastern State College, Durant, Oklahoma)	
x	-	-	Oklahoma, University of, Norman (the reporting institution)	
-	I	A	Okmulgee Public Junior College, Okmulgee (one year credit transferable, 1926-1945; discontinued, 1945-1946; one year, 1946-1947; discontinued May 1947; records on file with the Superintendent of Schools, Okmulgee, Oklahoma)	-
-	IV	A	Panhandle Agricultural and Mechanical College, Goodwell	-
-	I	A	Pawhuska Public Junior College, Pawhuska (discontinued May 1938; records on file with the Superintendent of Schools, Pawhuska, Oklahoma)	

-	I	A	Pawnee Public Junior College, Pawnee (discontinued May 1938; records on file with the Superintendent of Schools, Pawnee, Oklahoma)
x	†M	A	Phillips University, Enid
-	II	A	Poteau Public Junior College, Poteau
-	I	A	Pryor Public Junior College, Pryor (discontinued May 1939; records on file wiht the Superintendent of Schools, Pryor, Oklahoma)
-	II	A	Saint Gregory's College, Shawnee (two years credit transferable, 1940-1941; one year, 1941-1944; discontinued May 1944; records on file with the Registrar, Saint Gregory's School, Shawnee, Oklahoma)
-	I	A	Sapulpa Public Junior College, Sapulpa (one year credit transferable, 1926-1927; 1932-1942; discontinued May 1942; records on file with the Superintendent of Schools, Sapulpa, Oklahoma)
-	II	A	Sayre Public Junior College, Sayre (one year credit transferable, 1931-1932, 1938-1940; two years, 1940-1942; discontinued, 1942-1946; one year, 1946-1947; two years 1947-1955)
-	II	A	Seminole Public Junior College, Seminole
-	I	A	Shidler Public Junior College, Shidler (one year credit transferable, 1936-1943; discontinued May 1943; records on file with the Superintendent of Schools, Shidler, Oklahoma)
x	*M	A	Southeastern State College, Durant
x	*M	A	Southwestern State College, Weatherford
-	II	A	Spartan College of Aeronautical Engineering, Tulsa (discontinued, September 1951; records on file at the Spartan School of Aeronautics, Tulsa, Oklahoma)
-	II	A	Tillman County Public Junior College, Frederick (discontinued May 1942; records on file with the Superintendent of Schools, Frederick, Oklahoma)
x	‡M	A	Tulsa, University of, Tulsa
-	IV	A	Western Oklahoma Christian College, Cordell (discontinued)
-	II	A	Wetumka Public Junior College, Wetumka (one year credit transferable, 1932-1937, 1938-1940; two years, 1940-1943; discontinued, 1943-1946; one year, 1946-1947; two years, 1947-1948; discontinued May 1948; records on file with the Superintendent of Schools, Wetumka, Oklahoma)
-	I	A	Wewoka Public Junior College, Wewoka (one year credit transferable, 1933-1935; discontinued, 1935-1946; one year, 1946-1947; discontinued May 1947; records on file with the Superintendent of Schools, Wewoka, Oklahoma)
-	II	A	Woodward Public Junior College, Woodward (one year credit transferable, 1932-1940; two years, 1940-1944; discontinued, 1944-1946; one year, 1946-1947; discontinued May 1947; records on file with the Superintendent of Schools, Woodward, Oklahoma)

* The University of Oklahoma accepts a maximum of eight semester hours of work beyond the baccalaureate degree to apply on the Master of Education degree. The Oklahoma State Regents for Higher Education in January, 1954 authorized these State Colleges to offer a fifth year of preparation leading to a Master of Teaching degree.

† The University of Oklahoma accepts the credit for a master's degree for admission on a provisional basis to take work toward the doctor of education degree.

‡ The University of Oklahoma accepts one year of graduate work beyond the master's degree for admission on a provisional basis to take work toward a doctor of education degree.

OREGON

Reported by

CLIFFORD L. CONSTANCE, *Registrar*
University of Oregon, Eugene

-	-	-	Albany College (opened 1867 at Albany, IV B three-fourths credit to 1925, IV A 1925-1929, x IV A 1929-1938, Albany campus closed 1938; Portland unit opened 1934, II D 1934-1936, x II A 1936-1937, II A 1937-1938, IV D 1938-1942; name changed 1942 to Lewis and Clark College)
x	IV	A	Cascade College, Portland (opened 1940, IV D to 1949, x IV A from 1949)
x	IV	A	Eastern Oregon College of Education, LaGrande (opened 1929 as Eastern Oregon Normal School, II D to 1930, x II A 1930-1936, x II A plus upper-division credits 1936-1941; name changed 1939 to Eastern Oregon College of Education, IV A 1941-1942, x IV A from 1942)
-	IV	B	General Extension Division, Oregon State System of Higher Education (opened 1932; class room "center" at Portland State Extension Center, "community colleges" and courses in other cities, IV A except for twelve term hours on campus; correspondence study, IV B sixty term hours)
-	IV	D	George Fox College, Newberg (opened 1891 as Pacific College, IV A 1925-1944; name changed 1949 to George Fox College)
x	IV	A	Lewis and Clark College, Portland (name changed 1942 from Albany College; IV D 1942-1943, x IV A from 1943)
x	IV	A	Linfield College, McMinnville (opened 1858 as McMinnville College; name changed 1922 to Linfield College, IV A 1922-1927, x IV A from 1927)
x	IV	A	Marylhurst College, Marylhurst (opened 1893 as St. Mary's College; name changed 1930 to Marylhurst College, II A 1913-1930, x IV A from 1930; absorbed Marylhurst Normal School 1950)
-	-	-	Marylhurst Normal School (opened 1911, II A to 1931, x II A 1931-1940, x III A 1940-1946; name changed 1946 to Teachers College at Marylhurst, x IV A 1946-1949; absorbed 1950 into Marylhurst College)
x	IV	A	Mt. Angel Seminary, St. Benedict (opened 1887 as Mt. Angel College; Seminary added 1889; II A 1918-1924, x II A 1924-1932, x IV A from 1932; Mt. Angel College closed 1947)
x	II	A	Mt. Angel Women's College, Mt. Angel (opened 1888 as Mt. Angel Normal School, II A 1916-1932, x II A from 1932; name changed 1947 to Mt. Angel Women's College)
x	II	A	Multnomah College, Portland (opened 1931 as Junior College of Oregon Institute of Technology, II D to 1935, x II A from 1935; name changed 1937 to Multnomah College)

-	-	-	North Pacific College of Oregon (opened 1898 as Oregon College of Dentistry, IV E to 1945; absorbed 1945 into University of Oregon as University of Oregon Dental School)
-	IV	B	Northwest Christian College, Eugene (opened 1895 as Eugene Divinity School; name changed 1908 to Eugene Bible University; name changed 1930 to Eugene Bible School; name changed 1934 to Northwest Christian College; IV B sixty term hours 1915-1948, IV B forty-eight term hours from 1948)
-	IV	E	Northwestern College of Law, Portland (opened 1915)
x	IV	A	Oregon College of Education, Monmouth (opened 1861 as Monmouth University; name changed 1866 to Christian College; name changed 1882 to Oregon State Normal School; name changed 1911 to Oregon Normal School, II A 1911-1923, x II A 1923-1936, x II A plus upper-division courses 1936-1941; name changed 1939 to Oregon College of Education, IV A 1941-1942, x IV A from 1942)
x	M	A	Oregon State College, Corvallis (opened 1858 as Corvallis College; name changed 1872 to Oregon Agricultural College or variant thereof; IV A to 1923, x M A from 1923; name changed 1938 to Oregon State College)
-	IV	E	Pacific Bible College, Portland (opened 1940 at Portland)
-	-	-	Pacific College (opened 1891 at Newberg, IV A 1925-1944; name changed 1949 to George Fox College)
x	IV	A	Pacific University, Forest Grove (opened 1849 as Tualatin Academy; name changed 1854 to Tualatin Academy and Pacific University, IV A 1912-1928, x IV A from 1928)
-	-	-	Philomath College (opened 1867 at Philomath; closed 1930; IV B three-fourths credit)
-	IV	E	Portland School of Music (opened 1917 as Ellison-White Conservatory of Music; name changed 1942 to Portland School of Music)
-	-	-	Portland State Extension Center: see General Extension Division
x	IV	A	Reed College, Portland (opened 1911, IV A to 1919, x IV A from 1919)
-	-	-	St. Helen's Hall Junior College (opened 1932, II A 1932-1933, x II A 1933-1947; closed 1947, records on file at St. Helen's Hall, Portland)
x	IV	A	Southern Oregon College of Education, Ashland (opened 1926 as Southern Oregon Normal School, II A 1926-1927, x II A 1927-1936, x II A plus upper-division credits 1936-1941; name changed 1939 to Southern Oregon College of Education, IV A 1941-1942, x IV A from 1942)
x	-	-	University of Oregon, Eugene (the reporting institution)

x	IV	A	University of Portland, Portland (opened 1901 as Columbia University, II A to 1933, x IV A from 1933; name changed 1934 to University of Portland)
-	IV	E	Western Evangelical Seminary, Portland (opened 1952)
x	IV	A	Willamette University, Salem (opened 1844 as Oregon Institute; name changed 1853 to Willamette University; IV A 1912-1923, x IV A from 1923)

PENNSYLVANIA

Reported by

88 C. O. WILLIAMS, *Dean of Admissions and Registrar*
T The Pennsylvania State University, State College, Pa.

x	IV	A	Academy of the New Church, Bryn Athyn
x	IV	A	Albright College, Reading
x	IV	A	Allegheny College, Meadville
-	-	*E	Allentown Bible Institute Allentown
x	IV	A	Alliance College, Cambridge Springs
x	IV	A	Beaver College, Jenkintown
x	D	A	Bryn Mawr College, Bryn Mawr
x	M	A	Bucknell University, Lewisburg
x	D	A	Carnegie Institute of Technology, Pittsburgh
x	IV	A	Cedar Crest College, Allentown
x	IV	A	College of Chestnut Hill, Philadelphia (formerly Mount Saint Joseph College)
x	IV	A	College Misericordia, Dallas
-	-	*E	Crozer Theological Seminary, Chester
-	-	*E	Curtis Institute of Music, Philadelphia
-	-	*E	D. T. Watson School of Physiatrics, Leetsdale
x	IV	A	Dickinson College, Carlisle
-	-	*E	Dickinson School of Law, Carlisle
-	-	*E	Divinity School of the Protestant Episcopal Church, Philadelphia
x	M	A	Drexel Institute of Technology, Philadelphia
x	-	*E	Dropsie College, Philadelphia
x	M	A	Duquesne University, Pittsburgh
-	-	E	Eastern Baptist College, St. Davids
x	-	*E	Eastern Baptist Theological Seminary, Philadelphia
x	IV	A	Elizabethtown College, Elizabethtown
-	-	*E	Faith Theological Seminary, Elkins Park, Philadelphia
x	IV	A	Franklin and Marshall College, Lancaster
x	IV	A	Gannon College, Erie (established as a part of Villa Maria College in 1941; granted charter as four-year college in 1944)
x	IV	A	Geneva College, Beaver Falls
x	IV	A	Gettysburg College, Gettysburg
x	IV	A	Grove City College, Grove City
-	-	E	Gwynedd-Mercy College, Philadelphia
-	-	*E	Hahnemann Medical College, Philadelphia
-	-	E	Harcum Jr. College, Bryn Mawr (discontinued operation during 1952-53; reopened fall 1953)
x	M	A	Haverford College, Haverford
x	II	A	Hershey Junior College, Hershey
x	IV	A	Immaculata College, Immaculata
-	-	*E	Jefferson Medical College of Philadelphia, Philadelphia
x	IV	A	Juniata College, Huntingdon
x	II	A	Keystone Junior College, La Plume
-	-	E	Kings College, Wilkes Barre (established 1946)
x	M	A	Lafayette College, Easton

x	IV	A	LaSalle College, Philadelphia
x	IV	A	Lebanon Valley College, Annville
x	D	A	Lehigh University, Bethlehem
x	IV	A	Lincoln University, Lincoln University
-	-	E	Linden Hall Junior College, Lititz
-	-	*E	Lutheran Theological Seminary, Gettysburg
-	-	*E	Lutheran Theological Seminary, Philadelphia
x	IV	A	Lycoming College, Williamsport
-	-	*E	Mary Immaculate Seminary, Northampton
-	-	E	Maryknoll Junior College, Clarks Summit
x	IV	A	Marywood College, Scranton
x	IV	A	Mercyhurst College, Erie
-	-	†B	Messiah College, Grantham (status changed by charter amendment in 1951)
-	-	†B	Moore Institute of Art, Science, and Industry, Philadelphia
x	IV	A	Moravian College, Bethlehem
-	IV	A	Moravian College for Women, Bethlehem (merged with Moravian College November 1, 1954)
x	II	A	Mount Aloysius Junior College, Cresson
x	IV	A	Mount Mercy College, Pittsburgh
x	IV	A	Muhlenberg College, Allentown
-	-	E	National Agricultural College, Farm School
-	II	A	Penn Hall Junior College, Chambersburg
x	IV	A	Pennsylvania College for Women, Pittsburgh
x	IV	A	Pennsylvania Military College, Chester
x	-	-	Pennsylvania State University, State College (the reporting institution)
x	-	*E	Pennsylvania State College of Optometry, Philadelphia
-	-	*E	Philadelphia Bible Institute, Philadelphia
-	-	*E	Philadelphia College of Osteopathy, Philadelphia
-	-	†B	Philadelphia College of Pharmacy, Philadelphia
-	-	†B	Philadelphia Museum School of Art, Philadelphia
-	-	*E	Philadelphia Musical Academy, Philadelphia
-	-	*E	Philadelphia Textile Institute, Philadelphia
-	-	*E	Pittsburgh Musical Institute, Pittsburgh
-	-	*E	Pittsburgh-Xenia Theological Seminary, Pittsburgh
-	-	*E	Reformed Presbyterian Theological Seminary, Pittsburgh
x	IV	A	Rosemont College, Rosemont
-	-	*E	St. Charles Borromeo Seminary, Philadelphia
-	-	*E	St. Fidelis College and Seminary, Herman
x	IV	A	St. Francis College, Loretto
x	IV	A	St. Joseph's College, Philadelphia
x	IV	A	St. Vincent College, Latrobe
-	-	*E	St. Vincent's Seminary, Germantown
x	IV	A	Seton Hill College, Greensburg
-	-	*E	Spring Garden Institute, Philadelphia
x	IV	A	State Teachers College, Bloomsburg
x	IV	A	State Teachers College, California
x	IV	A	State Teachers College, Cheyney
x	IV	A	State Teachers College, Clarion
x	IV	A	State Teachers College, East Stroudsburg

x	IV	A	State Teachers College, Edinboro
x	IV	A	State Teachers College, Indiana
x	IV	A	State Teachers College, Kutztown
x	IV	A	State Teachers College, Lock Haven
x	IV	A	State Teachers College, Mansfield
x	IV	A	State Teachers College, Millersville
x	IV	A	State Teachers College, Shippensburg
x	IV	A	State Teachers College, Slippery Rock
x	IV	A	State Teachers College, West Chester
x	IV	A	Susquehanna University, Selinsgrove
x	M	A	Swarthmore College, Swarthmore
x	D	A	Temple University, Philadelphia
-	-	*E	Theological Seminary of the Evangelical and Reformed Church, Lancaster
-	-	*E	Theological Seminary of the Reformed Episcopal Church, Philadelphia
x	IV	A	Thiel College, Greenville
x	D	A	University of Pennsylvania, Philadelphia
x	D	A	University of Pittsburgh, Pittsburgh
-	II	A	University of Pittsburgh Junior College, Johnstown
x	IV	A	University of Scranton, Scranton (formerly St. Thomas College)
x	IV	A	Ursinus College, Collegeville
x	II	A	Valley Forge Military Junior College, Wayne
x	IV	A	Villa Maria College, Erie
x	IV	A	Villanova University, Villanova
x	M	A	Washington and Jefferson College, Washington
x	IV	A	Waynesburg College, Waynesburg
-	-	*E	Western Theological Seminary, Pittsburgh
x	M	A	Westminster College, New Wilmington
x	-	*E	Westminster Theological Seminary, Philadelphia
x	IV	A	Wilkes College, Wilkes Barre
x	IV	A	Wilson College, Chambersburg
-	-	*E	Woman's Medical College, Philadelphia
-	II	†B	Wyomissing Polytechnic Institute, Wyomissing
-	II	A	York Junior College, York

*No credit granted for work at institutions of a predominantly professional character.

†Credit given in subject matter applicable to student's degree program.

PUERTO RICO

Reported by

HARRIS F. BUNKER, *Registrar*
University of Puerto Rico, Rio Piedras

x	IV	*B	Catholic University, Ponce
x	IV	A	College of the Sacred Heart, Santurce
x	IV	A	Polytechnic Institute of Puerto Rico, San German
x	-	-	University of Puerto Rico, Rio Piedras (the reporting institution)

*Liberal Arts and Education accredited by the University of Puerto Rico.

RHODE ISLAND

Reported by

92

JOHN C. WELDIN, *Registrar*
University of Rhode Island, Kingston

x	D	A	Brown University, Providence
-	III	*C	Bryant College, Providence
x	IV	A	Pembroke College in Brown University, Providence
-	III	*C	Providence Bible Institute, Providence
x	IV	A	Providence College, Providence
-	†M	‡B	Rhode Island College of Education, Providence
-	†IV	*C	Rhode Island College of Pharmacy and Allied Sciences, Providence
x	†IV	*C	Rhode Island School of Design, Providence
-	†IV	*C	Salve Regina College, Newport
x	-	-	University of Rhode Island, Kingston (the reporting institution)
-	II	*C	Y.M.C.A. Institute, Providence

*Also accepted on provisional basis; to be validated through examination.
†Not admitted to graduate status without additional work.
‡Transcript accepted in full as far as courses parallel those of the University of Rhode Island.

SOUTH CAROLINA

Reported by

H. O. STROHECKER, *Registrar*
University of South Carolina, Columbia

*-	IV	A	Allen University, Columbia (Negro)
-	II	A	Anderson College, Anderson (since 1930)
*-	IV	A	Benedict College, Columbia (Negro)
-	IV	B	†Bob Jones University, Greenville
-	-	-	Chicora College, Columbia (consolidated with Queens College, Charlotte, North Carolina in 1929)
x	M	A	Citadel, The, Charleston (since 1924)
*-	IV	A	Claflin University, Orangeburg (Negro)
x	M	A	Clemson Agricultural College, Clemson (since 1927)
x	IV	A	Coker College, Hartsville (since 1923)
x	IV	A	College of Charleston, Charleston (since 1916)
-	IV	B	†Columbia Bible College, Columbia
x	IV	A	Columbia College, Columbia (since 1937)
x	IV	A	Converse College, Spartanburg (since 1912)
x	IV	A	Erskine College, Due West (since 1925)
-	-	-	Friendship Junior College, Rock Hill (Negro)
x	M	A	Furman University, Greenville (since 1924)
-	-	-	Greenville Women's College, Greenville (consolidated with Furman University in 1937)
x	IV	A	Lander College, Greenwood
x	IV	A	Limestone College, Gaffney (since 1928)
-	-	-	Lutheran Theological Seminary, Columbia
-	-	-	Medical College of the State of South Carolina, Charleston
-	-	-	Morris College, Sumter (Negro)
x	IV	A	Newberry College, Newberry (since 1937)
-	II	C	†North Greenville Baptist Academy, Tigerville (junior college division)
x	IV	A	Presbyterian College, Clinton
-	II	A	Spartanburg Junior College, Spartanburg (known as Textile Institute prior to 1942)
*-	IV	A	State Agricultural and Mechanical College, Orangeburg (Negro)
-	-	-	Summerland College, Batesburg (consolidated with Newberry College, 1930)
x	-	-	University of South Carolina, Columbia (the reporting institution)
*-	II	A	Voorhees School, Denmark (Negro)
x	II	C	Wesleyan Methodist College, Central
x	M	A	Winthrop College, Rock Hill (since 1923)
x	IV	A	Wofford College, Spartanburg (since 1917)
-	-	-	Woman's College of Due West (consolidated with Newberry College in 1930)

*Recognized and approved by the regional association although not a member of the association.

†Communicate with the Registrar, University of South Carolina, Columbia, for working agreement with this institution.

SOUTH DAKOTA

Reported by

H. W. FRANKENFELD, *Registrar*
University of South Dakota, Vermillion

x	IV	A	Augustana College, Sioux Falls
x	IV	A	Black Hills Teachers College, Spearfish (II A up to 1926-1927; IV A from 1926-1927 to 1930-1931, inclusive; II A from 1931-1932 to 1948-1949, inclusive)
-	-	-	Canton Lutheran Normal School, Canton (for a time affiliated with Augustana College, and work done at Canton toward a teacher's certificate was certified by Augustana; now out of existence)
-	-	-	Columbus College, Sioux Falls (closed; records on file with Reverend Adolph Schmitt, C.M.M., St. Bernard's, Sioux Falls)
-	-	-	Columbus Junior College for Women, Sioux Falls (closed; records on file with Sisters of St. Francis of Rochester, Minnesota)
x	IV	A	Dakota Wesleyan University, Mitchell
-	-	-	Eureka Lutheran College, Eureka (now out of existence; records on file at Wartburg College, Waverly, Iowa)
-	II	A	Freeman Junior College, Freeman (since 1929-1930)
-	IV	*B	General Beadle State Teachers College, Madison (II A up to 1925-1926; IV A from 1925-1926 to 1930-1931, inclusive; II A from 1931-1932 to 1945-1946, inclusive)
x	IV	A	Huron College, Huron
-	IV	†A	Mt. Marty College, Yankton
x	M	A	Northern State Teachers College, Aberdeen
-	-	-	Notre Dame Junior College, Mitchell (discontinued June 1, 1951; records with Presentation Sisters, Aberdeen)
-	II	A	Presentation Junior College, Aberdeen
-	-	-	Redfield College, Redfield (now out of existence; combined with Yankton College)
-	IV	*B	Sioux Falls College, Sioux Falls (IV A from 1923-1924 to 1940-1941, inclusive; II A from 1941-1942 to 1948-1949, inclusive)
x	M	A	South Dakota School of Mines and Technology, Rapid City
x	M	A	South Dakota State College, Brookings
-	IV	*B	Southern State Teachers College, Springfield (II A up to 1927-1928; IV A from 1927-1928 to 1930-1931, inclusive; II A from 1931-1932 to 1945-1946, inclusive)
x	-	-	University of South Dakota, Vermillion (the reporting institution)
-	II	A	Wessington Springs Junior College, Wessington Springs (since 1923-1924 except for "C" rating for the years 1944-1946)
x	IV	A	Yankton College, Yankton

*The Schools of Medicine and of Business Administration will accept the first two years of work, not to exceed a total of sixty-six semester hours. Other divisions of the University will accept three years of work in all cases meeting the requirements of the respective divisions as stated in the University catalogue. Graduates of the four-year course are admitted to graduate schools on a provisional basis.

†Holds four-year provisional accreditation by the University.

TENNESSEE

Reported by

96 R. F. THOMASON, *Dean of Admissions and Records*
University of Tennessee, Knoxville

-	-	E	Andrew Jackson University, Nashville
x	*M	A	Austin Peay State College, Clarksville
x	III	A	Belmont College, Nashville
x	IV	A	Bethel College, McKenzie
-	II	C	Bible Training School, Sevierville (junior college; closed about 1947; records on file at Lee College, Cleveland)
-	II	C	Burritt College, Spencer (junior college; closed about 1942; for information write the Dean of Admissions, The University of Tennessee)
x	IV	A	Carson-Newman College, Jefferson City
-	II	C	Castle Heights Military Academy, Lebanon (junior college)
x	III	A	Christian Brothers College, Memphis
-	IV	C	Cumberland University, Lebanon (closed 1951; records on file at Cumberland Law School, Lebanon)
-	IV	C	David Lipscomb College, Nashville
x	*M	A	East Tennessee State College, Johnson City
†-	M	A	Fisk University, Nashville (Negro)
-	-	E	Free Will Baptist Bible College, Nashville
-	II	C	Freed-Hardeman College, Henderson (junior college)
x	D	A	George Peabody College for Teachers, Nashville
-	II	C	Hiwassee College, Madisonville
-	IV	‡BC	Johnson Bible College, Kimberlin Heights
x	IV	A	King College, Bristol
†-	IV	A	Knoxville College, Knoxville (Negro)
-	IV	C	Lambuth College, Jackson
†-	IV	A	Lane College, Jackson (Negro)
-	II	C	Lee College, Cleveland (junior college)
†-	IV	A	LeMoyne College, Jackson (Negro)
x	IV	A	Lincoln Memorial University, Harrogate
-	IV	C	Madison College, Madison College
x	II	A	Martin College, Pulaski (junior college)
x	IV	A	Maryville College, Maryville
-	-	-	Meharry Medical College, Nashville (Negro; four-year accredited medical college)
x	*M	A	Memphis State College, Memphis
x	*M	A	Middle Tennessee State College, Murfreesboro
-	IV	C	Milligan College, Milligan College
†-	II	A	Morristown Normal and Industrial College, Morristown (Negro junior college)
x	M	A	Scarritt College, Nashville
-	IV	C	Siena College, Memphis
-	-	§E	Southern College of Optometry, Memphis
x	IV	A	Southern Missionary College, Collegedale
x	IV	A	Southwestern, Memphis
-	IV	#-	Steed College of Technology, Johnson City

**-	II	C	Swift Memorial Junior College, Rogersville (Negro junior college)
†-	M	A	Tennessee Agricultural and Industrial State University, Nashville (Negro)
-	IV	C	Tennessee College for Women, Murfreesboro (closed about 1946; records on file at Belmont College, Nashville)
x	IV	A	Tennessee Polytechnic Institute, Cookeville
-	IV	††BC	Tennessee Temple College, Chattanooga
x	II	‡‡A	Tennessee Wesleyan College, Athens (junior college)
-	IV	C	Trevecca Nazarene College, Nashville
x	IV	A	Tusculum College, Greeneville
x	IV	A	Union University, Jackson
x	*M	A	University of Chattanooga, Chattanooga
x	IV	A	University of the South, Sewanee
x	-	-	University of Tennessee, Knoxville (the reporting institution)
-	-	-	University of Tennessee Martin Branch, Martin (fully accredited as an integral part of the University of Tennessee)
-	-	-	University of Tennessee School of Social Work, Nashville (fully accredited as an integral part of the University of Tennessee)
x	D	A	Vanderbilt University, Nashville
-	II	A	Ward-Belmont Junior College, Nashville (closed 1951; records on file at Belmont College, Nashville)
-	IV	C	William Jennings Bryan University, Dayton

There are several institutions which closed their doors about 1930 or earlier. For information about these schools write the Dean of Admissions, The University of Tennessee.

* The Master's degree is awarded in the field of Education only.

† This school meets in full the standards set up by the Southern Association of Colleges and Secondary Schools, though technically not a member of the Association.

‡ Maximum of two years credit allowed.

§ Fully accredited by the American Optometric Association.

Steed Colleges cases are handled largely on an individual basis for admission to the Graduate School in certain fields and for admission to the Law College. On the undergraduate level credit is given largely by substantiating examination.

** This school does not meet one or more of the standards set up by the Association, but the general quality of its work is such as to warrant the admission of its graduates to junior standing.

†† Credit for first two years work in Music, Bible, English, History, Psychology, Philosophy, and Secretarial Science; to be validated by satisfactory work in residence for one quarter.

‡‡ Now offering three years. We accept only two years credit except under unusual conditions.

TENNESSEE

Reported by

R. F. THOMASON, *Dean of Admissions and Records*
University of Tennessee, Knoxville

-	-	E	Andrew Jackson University, Nashville
x	*M	A	Austin Peay State College, Clarksville
x	III	A	Belmont College, Nashville
x	IV	A	Bethel College, McKenzie
-	II	C	Bible Training School, Sevierville (junior college; closed about 1947; records on file at Lee College, Cleveland)
-	II	C	Burritt College, Spencer (junior college; closed about 1942; for information write the Dean of Admissions, The University of Tennessee)
x	IV	A	Carson-Newman College, Jefferson City
-	II	C	Castle Heights Military Academy, Lebanon (junior college)
x	III	A	Christian Brothers College, Memphis
-	IV	C	Cumberland University, Lebanon (closed 1951; records on file at Cumberland Law School, Lebanon)
-	IV	C	David Lipscomb College, Nashville
x	*M	A	East Tennessee State College, Johnson City
†-	M	A	Fisk University, Nashville (Negro)
-	-	E	Free Will Baptist Bible College, Nashville
-	II	C	Freed-Hardeman College, Henderson (junior college)
x	D	A	George Peabody College for Teachers, Nashville
-	II	C	Hiwassee College, Madisonville
-	IV	‡BC	Johnson Bible College, Kimberlin Heights
x	IV	A	King College, Bristol
†-	IV	A	Knoxville College, Knoxville (Negro)
-	IV	C	Lambuth College, Jackson
†-	IV	A	Lane College, Jackson (Negro)
-	II	C	Lee College, Cleveland (junior college)
†-	IV	A	LeMoyne College, Jackson (Negro)
x	IV	A	Lincoln Memorial University, Harrogate
-	IV	C	Madison College, Madison College
x	II	A	Martin College, Pulaski (junior college)
x	IV	A	Maryville College, Maryville
-	-	-	Meharry Medical College, Nashville (Negro; four-year accredited medical college)
x	*M	A	Memphis State College, Memphis
x	*M	A	Middle Tennessee State College, Murfreesboro
-	IV	C	Milligan College, Milligan College
†-	II	A	Morristown Normal and Industrial College, Morristown (Negro junior college)
x	M	A	Scarritt College, Nashville
-	IV	C	Siena College, Memphis
-	-	§E	Southern College of Optometry, Memphis
x	IV	A	Southern Missionary College, Collegedale
x	IV	A	Southwestern, Memphis
-	IV	#-	Steed College of Technology, Johnson City

**-	II	C	Swift Memorial Junior College, Rogersville (Negro junior college)
†-	M	A	Tennessee Agricultural and Industrial State University, Nashville (Negro)
-	IV	C	Tennessee College for Women, Murfreesboro (closed about 1946; records on file at Belmont College, Nashville)
x	IV	A	Tennessee Polytechnic Institute, Cookeville
-	IV	††BC	Tennessee Temple College, Chattanooga
x	II	‡‡A	Tennessee Wesleyan College, Athens (junior college)
-	IV	C	Trevecca Nazarene College, Nashville
x	IV	A	Tusculum College, Greeneville
x	IV	A	Union University, Jackson
x	*M	A	University of Chattanooga, Chattanooga
x	IV	A	University of the South, Sewanee
x	-	-	University of Tennessee, Knoxville (the reporting institution)
-	-	-	University of Tennessee Martin Branch, Martin (fully accredited as an integral part of the University of Tennessee)
-	-	-	University of Tennessee School of Social Work, Nashville (fully accredited as an integral part of the University of Tennessee)
x	D	A	Vanderbilt University, Nashville
-	II	A	Ward-Belmont Junior College, Nashville (closed 1951; records on file at Belmont College, Nashville)
-	IV	C	William Jennings Bryan University, Dayton

There are several institutions which closed their doors about 1930 or earlier. For information about these schools write the Dean of Admissions, The University of Tennessee.

* The Master's degree is awarded in the field of Education only.

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‡ Maximum of two years credit allowed.

§ Fully accredited by the American Optometric Association.

Steed Colleges cases are handled largely on an individual basis for admission to the Graduate School in certain fields and for admission to the Law College. On the undergraduate level credit is given largely by substantiating examination.

** This school does not meet one or more of the standards set up by the Association, but the general quality of its work is such as to warrant the admission of its graduates to junior standing.

†† Credit for first two years work in Music, Bible, English, History, Psychology, Philosophy, and Secretarial Science; to be validated by satisfactory work in residence for one quarter.

‡‡ Now offering three years. We accept only two years credit except under unusual conditions.

TEXAS

(Including Colleges in Mexico)

Reported by

R. Rex Jackson, *Asst. Dean of Admissions*
The University of Texas, Austin

x	IV	A	Abilene Christian College, Abilene
x	D	A	Agricultural and Mechanical College of Texas, College Station
*-	II	A	Allen Military Academy, Bryan
*-	II	A	Alvin Junior College, Alvin
x	II	A	Amarillo College, Amarillo
x	II	A	Arlington State College, Arlington
x	M	A	Austin College, Sherman
-	†-	-	Austin Presbyterian Theological Seminary, Austin
x	D	A	Baylor University, Waco
-	†-	-	Bible Baptist Seminary, Fort Worth
x	M	-	Bishop College, Marshall (Negro)
x	II	A	Blinn College, Brenham
-	IV	-	Butler College, Tyler (Negro)
*-	II	A	Cisco Junior College, Cisco
*-	II	A	Clarendon Junior College, Clarendon
*-	II	A	Clifton Junior College, Clifton
-	II	C	Concordia College, Austin
-	†-	-	Dallas Theological Seminary and Graduate School of Theology, Dallas
*-	IV	A	Daniel Baker College, Brownwood (closed February, 1953)
*-	II	A	Decatur Baptist College, Decatur
x	II	A	Del Mar College, Corpus Christi
-	-	F	De Mazenod Scholasticate, San Antonio
*-	IV	A	East Texas Baptist College, Marshall
x	M	A	East Texas State Teachers College, Commerce
*-	II	A	Frank Phillips College, Borger
*-	II	A	Gainesville Junior College, Gainesville
x	M	A	Hardin-Simmons University, Abilene
x	II	A	Henderson County Junior College, Athens
*-	II	A	Hillsboro College, Hillsboro (has ceased operation; records on file at Hillsboro High School)
*-	II	A	Hockaday Junior College, Dallas (discontinued junior college division; operates only as a preparatory school; keeps its own records)
-	-	-	‡Houston Conservatory of Music, Houston
*-	II	A	Howard County Junior College, Big Spring
x	IV	A	Howard Payne College, Brownwood
x	IV	A	Huston-Tillotson College, Austin (Negro)
x	M	A	Incarnate Word College, San Antonio
x	IV	A	Instituto Tecnologico de Monterrey, Monterrey, N. L., Mexico
-	-	-	Jacksonville College, Jacksonville (formerly an approved junior college; now operates only as a theological seminary; keeps its own records)
x	IV	-	Jarvis Christian College, Hawkins (Negro)
-	II	-	Jefferson Junior College, Beaumont (Negro)

x	II	A	Kilgore College, Kilgore
*-	IV	A	Lamar State College of Technology, Beaumont (until September 1, 1951, Lamar Junior College, an approved junior college; now operates as a four-year institution)
*-	II	A	Laredo Junior College, Laredo
x	II	A	Lee College, Baytown
*-	II	A	Le Tourneau Technical Institute, Longview
x	II	A	Lon Morris College, Jacksonville
x	M	A	McMurry College, Abilene
-	IV	-	Mary Allen College, Crockett (Negro)
x	IV	A	Mary Hardin-Baylor College, Belton
*-	M	A	Mexico City College, Mexico, D. F., Mexico
x	M	A	Midwestern University, Wichita Falls
*-	II	A	Navarro Junior College, Corsicana
x	D	A	North Texas State College, Denton
x	II	A	Odessa College, Odessa
x	M	A	Our Lady of the Lake College, San Antonio
*-	II	A	Our Lady of the Victory College, Fort Worth
§-	IV	A	Pan American College, Edinburg (formerly Edinburg Regional College)
*-	II	A	Panola County Junior College, Carthage
x	II	A	Paris Junior College, Paris
-	IV	-	Paul Quinn College, Waco (Negro)
x	M	-	Prairie View Agricultural and Mechanical College, Prairie View (Negro)
*-	II	A	Ranger Junior College, Ranger
x	D	A	Rice Institute, The, Houston
*-	IV	A	St. Edward's University, Austin
x	IV	A	St. Mary's University, San Antonio
x	II	-	St. Philip's College, San Antonio (Negro)
-	IV	-	‡Sacred Heart Dominican College, Houston
x	M	A	Sam Houston State Teachers College, Huntsville
x	II	A	San Angelo College, San Angelo
x	II	A	San Antonio College, San Antonio
x	II	A	Schreiner Institute, Kerrville
-	II	-	Solomon Coles Junior College, Corpus Christi (Negro)
*-	II	A	South Texas College, Houston
-	M	-	‡Southern College of Fine Arts, Houston
x	M	A	Southern Methodist University, Dallas
*-	II	A	Southwest Texas Junior College, Uvalde
x	M	A	Southwest Texas State Teachers College, San Marcos
*-	II	A	Southwestern Bible Institute, Waxahachie
*-	II	A	Southwestern Junior College, Keene (no science approved)
-	†-	-	Southwestern Baptist Theological Seminary, Fort Worth
x	M	A	Southwestern University, Georgetown
x	M	A	Stephen F. Austin State College, Nacogdoches
x	M	A	Sul Ross State College, Alpine
x	II	A	Tarleton State College, Stephenville
*-	II	A	Temple Junior College, Temple
x	II	A	Texarkana College, Texarkana
x	M	A	Texas Christian University, Fort Worth

x	IV	-	Texas College, Tyler (Negro)
x	M	A	Texas College of Arts and Industries, Kingsville
x	IV	A	Texas Lutheran College, Seguin
x	M	-	Texas Southern University, Houston (Negro)
x	II	A	Texas Southmost College, Brownsville
x	M	A	Texas State College for Women, Denton
x	D	A	Texas Technological College, Lubbock
x	M	A	Texas Wesleyan College, Fort Worth
x	M	A	Texas Western College, El Paso
x	M	A	Trinity University, San Antonio
x	II	A	Tyler Junior College, Tyler
-	II	-	Tyler Junior College Branch, Tyler (Negro)
*-	IV	A	University of Corpus Christi, Corpus Christi
x	D	A	University of Houston, Houston
*-	IV	A	University of St. Thomas, Houston
x	-	-	University of Texas, Austin (the reporting institution)
x	II	A	Victoria College, Victoria
*-	IV	A	Wayland College, Plainview
*-	II	A	Weatherford College, Weatherford
x	M	A	West Texas State College, Canyon
x	II	A	Wharton County Junior College, Wharton
-	II	-	Wharton County Junior College Branch, Wharton (Negro)
x	IV	-	Wiley College, Marshall (Negro)

In general, Negroes are not eligible for admission to our institution, and we do not normally attempt to evaluate work done in Negro schools. In accordance with a recent court decision we accept eligible Negroes to our Law School. Also, eligible Negroes who wish to enter our Graduate School for programs not available in the two state supported Negro senior colleges in Texas are eligible for consideration.

* Member of the Association of Texas Colleges only.
† Maximum transferable, 12 semester hours of Bible.
‡ Admission and credit on an individual basis.
§ Only junior college division approved by regional association.

UTAH

Reported by

J. A. NORTON, *Registrar*
University of Utah, Salt Lake City

x	D	*A	Brigham Young University, Provo
x	II	A	Carbon College, Price
x	IV	*A	College of Saint Mary-of-the-Wasatch, Salt Lake City
x	†II	†A	College of Southern Utah, Cedar City (Branch of Utah State Agricultural College, formerly Branch Agricultural College)
x	II	A	Dixie College, St. George
-	I	*A	L.D.S. College, Salt Lake City (closed 1930; for information concerning records address L.D.S. Commissioner of Education, Salt Lake City)
x	II	A	Snow College, Ephraim (Branch of Utah State Agricultural College)
x	-	-	University of Utah, Salt Lake City (the reporting institution)
x	D	A	Utah State Agricultural College, Logan
x	II	A	Weber College, Ogden
x	IV	*A	Westminster College, Salt Lake City

* The University does not accept credit for courses in theology or religious education.

† Third and fourth year credit accepted on a provisional basis.

VERMONT

Reported by

102 DOROTHY PEARSON, *Recorder*
University of Vermont and State Agricultural College,
Burlington

x	IV	A	Bennington College, Bennington
-	IV	*A	Castleton State Teachers College, Castleton
-	M	C	Goddard College, Plainfield
x	II	A	Green Mountain Junior College, Poultney
-	IV	*A	Johnson State Teachers College, Johnson
-	IV	*A	Lyndon State Teachers College, Lyndon Center
-	M	C	Marlboro College, Marlboro
x	D	A	Middlebury College, Middlebury
x	IV	A	Norwich University, Northfield
-	†M	F	Putney Graduate School of Teacher Education, Putney
-	II	C	Rutland Junior College, Rutland (closed June 1949)
x	M	A	St. Michael's College, Winooski Park
x	IV	A	Trinity College, Burlington
x	-	-	University of Vermont and State Agricultural College, Burlington (the reporting institution)
x	II	A	Vermont Junior College, Montpelier
-	II	F	Windham College, Putney

* Satisfactory scores on Graduate Record Examination required for admission to Graduate College.

† Does not give bachelor's degree; grants only M.A. in Education.

VIRGINIA

Reported by

GEORGE O. FERGUSON, JR., *Registrar*
University of Virginia, Charlottesville

-	II	A	Apprenticeship School of the Newport News Shipbuilding and Dry Dock Company, Newport News
x	II	A	Averett College, Danville
x	II	A	Bluefield College, Bluefield
x	IV	A	Bridgewater College, Bridgewater
x	M	A	College of William and Mary, Williamsburg
x	II	A	College of William and Mary and Virginia Polytechnic Institute in Norfolk, Norfolk
-	IV	A	Eastern Mennonite College, Harrisonburg
x	IV	A	Emory and Henry College, Emory
-	II	A	Fairfax Hall, Waynesboro
-	II	A	Ferrum Junior College, Ferrum
x	IV	A	General Assembly's Training School, Richmond
x	IV	A	Hampden-Sydney College, Hampden-Sydney
*-	IV	A	Hampton Institute, Hampton
x	IV	A	Hollins College, Hollins College
-	M	A	Institute of Textile Technology, Charlottesville
x	IV	A	Longwood College, Farmville
x	IV	A	Lynchburg College, Lynchburg
x	IV	A	Madison College, Harrisonburg
-	II	A	Marion College, Marion
x	IV	A	Mary Baldwin College, Staunton
x	IV	A	Mary Washington College, Fredericksburg
-	D	A	Medical College of Virginia, Richmond
-	II	A	Norfolk Division of Virginia State College, Norfolk
-	-	F	Protestant Episcopal Theological Seminary, Alexandria
x	IV	A	Radford College, Radford
x	IV	A	Randolph-Macon College, Ashland
x	IV	A	Randolph-Macon Woman's College, Lynchburg
-	IV	A	Richmond Professional Institute, Richmond
x	IV	A	Roanoke College, Salem
*-	IV	A	St. Paul's Polytechnic Institute, Lawrenceville
x	II	A	Shenandoah College, Dayton
-	-	F	Shenandoah Conservatory of Music, Dayton
-	II	A	Southern Seminary, Buena Vista
-	II	A	Stratford College, Danville
x	II	A	Sullins College, Bristol
x	IV	A	Sweet Briar College, Sweet Briar
-	-	F	Union Theological Seminary, Richmond
x	M	A	University of Richmond, Richmond
x	-	-	University of Virginia, Charlottesville (the reporting institution)
x	II	A	Virginia Intermont College, Bristol
x	IV	A	Virginia Military Institute, Lexington
x	D	A	Virginia Polytechnic Institute, Blackburg
*-	M	A	Virginia State College, Petersburg
-	-	F	Virginia Theological Seminary and College, Lynchburg
*-	IV	A	Virginia Union University, Richmond

Virginia

104

x IV A Washington and Lee University, Lexington

* Recognized and approved by regional association although not a member of the association.

WASHINGTON

Reported by

MRS. ETHELYN TONER, *Registrar*
University of Washington, Seattle

-	-	-	Adelphi College, Seattle (discontinued around 1915; location of records unknown)
x	M	*B	Central Washington College of Education, Ellensburg
x	II	†B	Centralia Junior College, Centralia
-	-	-	Centralia Normal School, Centralia (discontinued 1921; records on file at Central Washington College of Education, Ellensburg)
x	II	†B	Clark College, Vancouver
x	§M	‡B	College of Puget Sound, Tacoma
-	-	-	Columbia College, Everett (discontinued 1919; records on file at Pacific Lutheran College, Parkland)
-	-	E	Cornish School, Seattle
x	M	*B	Eastern Washington College of Education, Cheney
x	II	†B	Everett Junior College, Everett
-	-	-	Forest Ridge Junior College, Seattle (convent; discontinued 1937; records on file at Forest Ridge Convent, Seattle)
x	§M	‡B	Gonzaga University, Spokane
x	II	†B	Grays Harbor College, Aberdeen (formerly Grays Harbor Junior College)
x	§IV	B	Holy Names College, Spokane
-	-	-	Holy Names Normal School, Seattle (discontinued 1931; records on file at Holy Names Academy, Seattle)
x	II	†B	Lower Columbia Junior College, Longview
-	-	E	Northwest Bible College, Seattle
x	II	†B	Olympic Junior College, Bremerton
x	§M	‡B	Pacific Lutheran College, Parkland
x	§IV	B	St. Edward's Seminary, Kenmore
x	§IV	B	St. Martin's College, Olympia
x	§M	‡B	Seattle University, Seattle
x	§M	‡B	Seattle Pacific College, Seattle
-	-	E	Simpson Bible Institute, Seattle
x	II	†B	Skagit Valley Junior College, Mount Vernon (formerly Mount Vernon Junior College)
-	-	-	Spokane College, Spokane (discontinued 1930; records on file at Whitworth College, Spokane)
-	-	-	Spokane Junior College, Spokane (discontinued 1942; records on file at Whitworth College, Spokane)
x	-	-	University of Washington, Seattle (the reporting institution)
x	§M	‡B	Walla Walla College, College Place
x	D	A	Washington State College, Pullman
x	II	†B	Wenatchee Junior College, Wenatchee
x	M	*B	Western Washington College of Education, Bellingham
x	IV	A	Whitman College, Walla Walla
x	§M	‡B	Whitworth College, Spokane
x	II	†B	Yakima Valley Junior College, Yakima

* Education credit for the Master of Education degree accepted without validation; all other graduate credit accepted by validation only.
† Junior College credits accepted insofar as courses parallel our own to a maximum of ninety quarter credits or junior standing. Vocational or nonacademic credit is not accepted.
‡ Undergraduate credit accepted subject to limitations indicated in column 2. Graduate credit accepted by validation only.
§ Credit in denominational religious courses not accepted.

WEST VIRGINIA

Reported by

J. EVERETT LONG, *Registrar and Chairman, Committee on Admissions*
West Virginia University, Morgantown

-	IV	A	Alderson-Broaddus College, Philippi
-	II	C	Beckley College, Beckley (junior college)
x	IV	A	Bethany College, Bethany
x	IV	A	Bluefield State College, Bluefield (Negro)
x	IV	A	Concord College, Athens
x	IV	A	Davis and Elkins College, Elkins
x	IV	A	Fairmont State College, Fairmont
x	IV	A	Glenville State College, Glenville
-	II	A	Greenbrier College, Lewisburg (junior college)
-	II	C	Greenbrier Military School, Lewisburg (junior college)
x	M	A	Marshall College, Huntington
-	IV	D	Mason College of Music and Fine Arts, Charleston
-	IV	A	Morris Harvey College, Charleston
x	II	A	Potomac State College of West Virginia University, Keyser (junior college)
-	IV	A	Salem College, Salem
x	IV	A	Shepherd College, Shepherdstown
-	IV	C	Storer College, Harpers Ferry (Negro)
x	IV	A	West Liberty State College, West Liberty
-	IV	A	West Virginia Institute of Technology, Montgomery
x	IV	A	West Virginia State College, Institute (Negro)
x	-	-	West Virginia University, Morgantown (the reporting institution)
x	IV	A	West Virginia Wesleyan College, Buckhannon

WISCONSIN

Reported by

PAUL L. TRUMP, *Director of Admissions*
University of Wisconsin, Madison

x	IV	A	Alverno College, Milwaukee
x	*M	A	Beloit College, Beloit
x	IV	A	Cardinal Stritch College, Milwaukee (formerly St. Clare)
x	IV	A	Carroll College, Waukesha
-	II	A	Concordia College, Milwaukee
-	II	F	Divine Savior Junior College, Milwaukee
-	III	†B	Dominican College, Racine (formerly St. Albertus)
-	IV	†B	Edgewood College, Madison
-	IV	†B	Holy Family College, Manitowoc
-	*D	-	Institute of Paper Chemistry, Appleton (graduate school affiliated with Lawrence College)
x	IV	A	Lawrence College, Appleton
-	-	‡B	Layton School of Art, Milwaukee
-	IV	†B	Marian College, Fond du Lac
x	*M	A	Marquette University, Milwaukee
-	I	‡B	Mater Dolorosa College, Milwaukee
-	IV	A	Milton College, Milton
x	IV	A	Milwaukee-Downer College, Milwaukee
-	II	‡B	Milwaukee Institute of Technology, Junior College Division, Milwaukee (formerly Milwaukee Vocational School)
-	-	‡C	Milwaukee School of Engineering, Milwaukee
-	IV	§A	Mission House College, Plymouth
x	IV	A	Mount Mary College, Milwaukee
-	III	C	Nashotah House, Nashotah
-	IV	A	Northland College, Ashland
-	IV	§B	Northwestern College, Watertown
x	IV	A	Ripon College, Ripon
-	IV	A	St. Francis College, Burlington
-	IV	C	St. Francis Minor and Major Seminaries, Milwaukee
-	II	A	St. Lawrence College, Mount Calvary
x	IV	A	St. Norbert College, West De Pere
-	II	A	Salvatorian Seminary, St. Nazianz
x	*M	A	Stout Institute, Menomonie
x	-	-	University of Wisconsin, Madison (the reporting institution)
-	-	-	University of Wisconsin Extension Centers
x	IV	A	Viterbo College, La Crosse
-	-	-	Wayland Junior College, Beaver Dam (closed 1951; records at Wayland Academy, Beaver Dam)
-	-	‡B	Wisconsin Conservatory, Milwaukee
-	III	C	Wisconsin Institute of Technology, Platteville
x	IV	A	Wisconsin State College, Eau Claire (known as State Teachers College until July 1951)
x	IV	A	Wisconsin State College, La Crosse (known as State Teachers College until July 1951)

x	*M	A	Wisconsin State College, Milwaukee (known as State Teachers College until July 1951)
x	IV	A	Wisconsin State College, Oshkosh (known as State Teachers College until July 1951)
x	IV	A	Wisconsin State College, Platteville (known as State Teachers College until July 1951)
x	IV	A	Wisconsin State College, River Falls (known as State Teachers College until July 1951)
x	IV	A	Wisconsin State College, Stevens Point (known as State Teachers College until July 1951)
x	*M	A	Wisconsin State College, Superior (known as State Teachers College until July 1951)
x	IV	A	Wisconsin State College, Whitewater (known as State Teachers College until July 1951)

There are also County Normal Schools in Wisconsin organized for the training of rural teachers. These are not accredited to the University, but some credit is allowed for their work by the Wisconsin State Colleges.

* Graduate work is considered for transfer toward advanced degrees only on an individual basis and after the student has done satisfactory work in residence, regardless of where the graduate work has been taken.

† Approved as junior college; senior college credit only in the Elementary Education curriculum.

‡ Tentative credit in certain courses.

§ Special recommendation for admission to Graduate School.

WYOMING

Reported by

110 R. E. McWHINNIE, *Registrar*
University of Wyoming, Laramie

-	II	*A	Casper Junior College (Natrona County High School District), Casper
x	II	*A	Northern Wyoming Community College, Sheridan -- formerly Northeast Agricultural Junior College -- (opened in September 1948, under University of Wyoming sponsorship; records kept by the University of Wyoming where transcripts are issued)
x	II	*A	Northwest Community College, Powell--formerly Northwest Junior College --(opened in September 1946, under University of Wyoming sponorship; records are kept by the University of Wyoming where transcripts are issued)
x	II	*A	Southeast University Center, Torrington --formerly Southeast Center --(opened in September 1948, under University of Wyoming sponorship; records kept by the University of Wyoming where transcripts are issued)
x	-	-	University of Wyoming, Laramie (the reporting institution)

* The usual two-year institution credit limitations apply.

THE AMERICAN ASSOCIATION

OF

COLLEGIATE REGISTRARS

AND

ADMISSIONS OFFICERS



FANEUIL HALL

"The Cradle of Liberty," was built in 1742 by Peter Faneuil. This is one of the few buildings in Boston which is in the same condition today as it originally was, with the exception perhaps of steel staircases, electricity, and steam heat.

Banquet

Tuesday Evening, April Nineteenth
Nineteen Hundred and Fifty-five

THE SHERATON PLAZA HOTEL
Boston, Massachusetts

Menu

FRESH FRUIT CUP

CELERY OLIVES RADISHES

CONSOMME WITH VEGETABLES

ROAST STUFFED VERMONT TURKEY

GIBLET GRAVY AND CRANBERRY SAUCE

FRESH STRING BEANS SWEET POTATOES

VANILLA ICE CREAM, STRAWBERRY SAUCE PETITS FOURS

DEMITASSE

ROLLS

Program

Presiding.....Albert F. Scribner
Valparaiso University

Toastmaster.....Arthur H. Larson
Eastman School of Music of the
University of Rochester

Invocation.....The Reverend Dr. Vincent C. Dore
Providence College

Concert.....HARVARD GLEE CLUB
G. Wallace Woodworth, Conductor
Robert Gartside, Jr., Assistant Conductor

SELECTIONS

Domine Salvum Fac Praesidem Nostrum	*Gounod*
Mr. Speaker (from Apollonian Harmony, c. 1790)	*Baildon*
Improperia	*Palestrina*
Il Matrimonio Segreto — Finale to Act I (1792)	*Cimarosa*
La Pastorella	*Schubert*
March of the Peers, from Iolanthe (1882)	*Sullivan*
Two Harvard Marches	
Veritas March	John H. Densmore, '04
Schneider's Band	A. G. Mason, '86

Address: "CRACKER BARREL CHARACTER —
An Introduction to the People of Yankee Land" Allen R. Foley
Professor of History
Dartmouth College

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4-55-600

MACHINE EQUIPMENT
FOR
EFFICIENT OFFICE OPERATION

A Service Of
The Committee On Special Projects

The American Association
of
Collegiate Registrars and Admissions Officers

1954

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1954-1955

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PREFACE

College Registrars and Admissions Officers recognize the increasing importance of office machines for handling the work assigned to their offices. In April 1952 the Machine Equipment Committee was appointed and assigned a task—to study and report the kinds of and uses for available office equipment.

The information contained in this report should enable college Registrars, Admissions Officers, and other office executives to select equipment that will provide for greater efficiency, more services to students and staff, and economy of operation The report has omitted many items of equipment, some because of universality of use and others because of lack of time and space. The Committee is still active and will continue to report its findings to the members of AACRAO.

The Committee gratefully acknowledges the contributions of: the Registrars and Admissions Officers who responded to survey questionnaires distributed in November 1952, especially to those who returned from one to six additional questionnaires in 1953; of the representatives of manufacturers who have been very co-operative in providing information; and of Miss Virginia Nierste who has handled correspondence, duplicated preliminary reports, and typed the manuscript.

NELSON M. PARKHURST
Associate Registrar
Purdue University, Lafayette, Ind.

Additional copies of this publication may be secured from the above at $1.00 per copy.

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MACHINE EQUIPMENT FOR EFFICIENT OFFICE OPERATION

I. INTRODUCTION

N. M. PARKHURST

All of life is a process of adapting to the environment in which we operate. This means not only staying within the limitations imposed on us, but also the full exploitation of the advantages offered by the environment. In the development of office methods the same situation holds. The environment for such methods has long been people, but in recent years it has changed through the development of machines. Generally, the environment which supports an office changes very gradually and the need for adaptations of office procedures is apt to be overlooked. Sometimes the need for a change in procedure is neglected entirely until it becomes obvious that the function itself is no longer valid.

At the present time we have been made aware of the need to look into the future. Institutions of higher education are going to have a larger job to do. Changes in objectives, organizational patterns, and methods of higher education will add further complexities to already complicated offices. Some may tend to despair and let their successor do the necessary reorganization. Those who have this philosophy are apt to discover in the very near future that it is later than they think. They may be asked to vacate before they retire.

The use of machine equipment in the office of the Registrar and Admissions Officer is no different in many respects from the use of such office machines in any office. The chief reason for having any piece of office equipment is to facilitate the carrying out of a given office procedure. The organization of an office will determine the procedures that are necessary to perform the function or accomplish the purposes of it. The administrator of the office should be constantly alert to changes: changes that may cause him to suggest the deletion of certain functions because they no longer serve a valid purpose; changes that cause him to suggest that certain areas of responsibility be assigned as new functions of the office; changes that will cause him to suggest the deletion of certain functions because they no longer serve a valid purpose; changes that cause him to suggest that certain

areas of responsibility be assigned as new functions of the office; changes that will cause him to alter the procedure which the office is using to carry out specific functions.

There are many sources of information concerning available office machines, equipment, and supplies. Exhibits of office equipment are held each year in various cities throughout the country. These exhibits provide a wonderful opportunity to observe recent developments. Manufacturers will provide information and operations manuals. They will also arrange for individual demonstrations of their equipment.

Monthly magazines such as the "Journal of Machine Accounting" published by the National Machine Accountants Association, "The Office Executive" published by the National Office Management Association, "College and University Business" published for College and University business officers, and "Office Management" published by Andrew Geyer, Inc., are four monthly publications whose articles will be helpful. There are many other equally good publications.

Still another way, and perhaps one of the best, to secure practical information is to visit a similar office on another campus. Such visits should be purposeful. An outline of the information to be secured and the offices to be visited should be made in advance. This will enable one to get maximum benefit rather than wasting time by walking around a large office and acquiring only general impressions.

Many items of equipment are placed in offices where there is no real justification for them. Likewise, many offices operate without certain equipment, the cost of which could be justified many times in terms of greater efficiency, greater accuracy, and less cost. Neither of these situations is good. Both are a reflection upon the management.

The task of selecting the most appropriate machines for use in the office will not be difficult if the age-old principle of breaking sticks is applied. It is much simpler to do one at a time. Tackle one function of the office at a time. Gather all possible information regarding the machines and equipment that may be used and then proceed to outline a new procedure step by step. The procedure decided upon will be identical to *none* in use by any other office.

There are many factors to consider before equipment is purchased. Some of these are:

1. A change in office operation will affect the staff more often than not. The staff must be agreeable to it before they will accept it.
2. Not every office needs to be mechanized and not every function in a mechanized office requires a machine.
3. Some institutions have office equipment on their campus that could be more economical if more use were made of it. Listing

the equipment in each office and distributing the list to all offices might be helpful.

4. A new model in a brand-new cover does not necessarily warrant replacing an older one.

5. Auxiliary equipment and supplies may cost more than the machine itself.

6. Budgets generally will not permit complete reorganization in a single year. This forces wise purchases for the long run but permits gradual staff adjustments.

7. It is much easier to purchase a new machine if one can prove that it will cost less in the long run. The salesman will show it to save money, but one must convince his administration, especially the purchasing agent.

8. Even though machines may save in time and money, they will probably not reduce the budget. More often than not it will increase, but services should also increase.

9. A mechanized office can put out a large amount of work with a minimum staff. Do not try to keep a lot of clerks if they cannot handle mechanized procedures.

10. Machine operators must be trained. Do not blame a piece of machine equipment for a poor product until the procedures followed by the operator are carefully analyzed.

11. In setting up procedures, think in terms of both input and output.

In the following sections of this report are many suggestions that should be helpful in the selection of appropriate machine equipment for the Offices of Registrar and Admissions Officers.

II. CORRESPONDENCE EQUIPMENT

MARSHALL R. BEARD
Registrar, Iowa State Teachers College

Correspondence equipment is that which is used in handling office mail, in the broadest sense of the term. This report excludes the standard typewriter since there seems to be no point in collecting or distributing data on a machine in such common use. On dictation equipment, only general description is made since it is in common use and readily available. Detailed information is not available on some pieces of equipment; in part because there are many small manufacturers with limited distribution facilities, and in part because attempts to follow up on named equipment has not brought sufficient information to justify their inclusion. This section is thus limited to the machines which are not too generally in use and which appear to be worthy of consideration by Registrars and Admissions Officers.

A. DICTATING MACHINES

The lack of adequate stenographic help has encouraged the use of a type of equipment which eliminates the time loss involved by two people using the shorthand method, and which frees the administrator to dictate whenever he chooses without regard to the time of the stenographer. In terms of time saved alone, this equipment can pay for itself in a reasonable time. Some of the equipment has additional uses, such as recording telephone conversations, recording minutes of meetings and conferences, but most of the machines are limited to ordinary dictation and are apparently so used. Other types of equipment will usually do a better job of recording entire meetings.

1. DEFINITION: A *dictating machine* is the one used by the dictator to record his words. A *transcription machine* is the one used by the stenographer to listen to and type the material recorded by the dictator. A few machines are designed to serve both purposes.

2. TYPES OF MACHINES

a. AUDIO VS. ELECTRONIC. The earlier machines were all audio in which the voice was picked up through a hollow tube. These are now considered practically obsolete, although transcription machines using this method are still quite satisfactory by present standards. Electronic machines pick up

the voice with a microphone as in radio. They are more accurate in reproduction of voice quality, and both hand and desk microphones are available. Transcription machines using electronic methods are superior to audio and are appreciated by the stenographer because of the lighter ear piece and greater fidelity.

b. RECORD MATERIALS are wax cylinder, plastic band, disk, wire or tape. The material dictated can be recorded on any one of these media, but usually only one will fit a single machine.

(1) The earliest type was the wax cylinder and it is still in wide use. The cylinder can be used over repeatedly by shaving after each use. This involves time and a shaver, which is a fairly delicate machine. Its use will probably gradually disappear, but existing machines have a long life expectancy and will continue to give good service. Machines using wax cylinders are not considered portable in the usual sense.

(2) The plastic band has come into wide use because it is inexpensive, and is easily filed or mailed. It will also take more material than a wax cylinder.

(3) Disk machines claim many of the same advantages as those of the plastic band. The amount of material taken depends upon the size of the disk and the machine.

(4) Wire recording is not very common on ordinary dictating machines. Magnetic tape comes under much the same category as wire recordings. They have an advantage of taking large amounts of dictation, but this is not always an advantage in dictating letters, where it is well to keep material moving in relatively small quantities to the stenographer. These are much superior for recording meetings and conferences.

c. MICROPHONES. The hand microphone for use in ordinary dictating has a great advantage in that the dictator is more likely to speak directly into the microphone than into a desk mike. The desk mike gives the advantage of leaving both hands free for the handling of papers, a foot control being used for off and on switching; but careless speaking may result. The ordinary microphone used for letter dictation is usually not satisfactory for recording meetings and conferences. If a multiple purpose use is anticipated, it is well to try out the equipment in the exact situations and see that the results are satisfactory.

3. SINGLE OR MULTIPLE USE OF EQUIPMENT. A considerable saving in cost can be effected if the office set-up permits the flow of dictated cylinders, tapes, etc., to a central transcription point. Less machines are required and frequently a better use of stenographic time can be made. The most expensive method is one stenographer to one dictator, thus each requiring a machine. A few machines can be used for both dictating and transcribing, but these are not practical in large offices since the moving of machines is not convenient. They may work in very small offices. Phone connections are available where a telephone-like instrument is on the dictator's desk and all recording is in a central location. These are worth serious consideration if the quantity of work and office organization permit.

Before buying any equipment it is wise to consider all possible uses of the equipment, all possible users, any possible pooling of equipment and services, and the most useful and economical means of getting the most out of the investment. If several machines are needed, it is best to secure machines of the same type, usually of the same manufacturer. Then the interchange and transfer of equipment within the office or among offices can be effected easily as office functions change, or in case of breakdown, or in case of unusual loads at peak periods.

4. SERVICE. Most of these machines require little servicing, if given reasonable care. Cleaning is important, and some cannot be readily kept clean by the user. Electronic tubes need replacing, but this can often be done by the college electrical staff or in the visual aids laboratory. Service contracts which call for periodic inspection, cleaning, and replacement are worth the cost if your service center is not close at hand. If service is only a few minutes away, it may be cheaper to pay by the call. This matter deserves careful consideration.

5. MANUFACTURERS. Due to the large number of manufactureres in this field and the wide distribution, it has not seemed necessary to include a list of manufacturers, models, and prices in this publication. The user should examine the machines available in the local area.

B. FOLDING MACHINES

Many feel that a folding machine is too expensive and that there are not enough jobs to justify its use. If there is any quantity of letters, mimeographed material, reports, and other material which must be manually folded at one time, it would be well to see what small desk folders will do. If there are no mass mailings and no folded reports, then the cost of folding machines will not be justified. These machines are of little value for folding only a few letters a day.

The desk models are basically for 8½" x 11" paper, but are not strictly limited to this size. They will take nearly any size smaller than 8½" x 11". They will make one or several folds, usually in one operation. There are hand operated models available from some concerns but since speed is the primary reason for their use, electrically operated models are preferred.

1. PRECAUTIONS. Analyze the job you wish to do. See if the machine you examine will do your job in one operation or if it will require two. Try out the kind of paper you wish to fold, and see if the pick-up is satisfactory. Some of the earlier models did not do well on tabulating reports which had been torn from continuous strips. This should be watched, particularly if you are thinking of buying a second-hand machine. Do your forms all go through straight? Do they stack in order, or is there a tendency to slip one inside another in stacking? The reason for mentioning these items in connection with your forms is that the weight and condition of the paper make a great difference in the way some older machines handle material.

2. MANUFACTURERS. The machines apparently having the widest distribution and use are:

a. Davidson Corporation
1020-60 West Adams Street
Chicago 7, Illinois
Model 120 comes either with a floor stand or for desk top use. Desk space 20" x 30". Speed 6,500 to 20,000 sheets per hour. Electric. Sheet size 3" x 3" to 10" x 14".
Davidson makes many sizes of folders for printing concerns, and this is a small edition of their larger machines.

b. A. B. Dick Company
5700 West Touhy Avenue
Chicago 31, Illinois
Model 56. Desk space 36 ¾" x 18". Speed up to 9,000 sheets per hour. Electric. Sheet size 2½" to 9" in width, 3¼" to 14" in length.

c. Pitney-Bowes (Information can be secured from company).

C. AUTOMATIC TYPEWRITERS

1. DEFINITION. The term "automatic typewriter' means any device which causes a standard or special typewriter to repeat in an automatic fashion the same letter, manuscript, or document an almost unlimited number of times, but each such document is individually typed letter by letter. The advantage desired is a finished product which is an original, which can carry a personal touch, and which can be done with some speed.

2. CHARACTERISTICS. Such equipment is more expensive than mimeographing and is not usually economical unless some portion of each document differs in some respect from every other document. That is, not only the name and address, but an inserted name, date, amount, provision or something which would look inserted if the body of the document were mimeographed, but which does not show to be an insertion by this manner of reproduction. It should be noted that if the document is a letter it must be personally signed, not stamped or the signature reproduced in any duplicated manner or the effect is lost.

The best use can be made of this equipment if proper planning is done in advance. It can be used for letters which are repeated in whole or in part frequently as to prospective students, notices of probation status, requests to alumni, replies to inquiries in the placement office, etc. The bulk of the letter is identical, the inserted material must be applicable to the individual addressed or to a specific situation; for example, the department or major, the date for the beginning of a semester, the amount being solicited of an alumnus, the amount of a contribution being acknowledged, a course offered by correspondence or extension, etc.

If two machines are used together, or if the operator has an extra standard typewriter at hand on which she can address the envelope while the letter is being typed, it will be possible to more effectiveily take advantage of the speed of these machines. A quiet corner where shelves or bins can contain all of the possible enclosures within easy reach so the typist has the least movement will also help take advantage of the speed of these machines. A set-up which allows several offices to use the equipment is also highly desirable. One should not worry that the machine is not used every day. The typewriter can always be used for ordinary purposes without reference to the automatic processes.

These machines can be very costly if their use is not carefully planned or if they are used for purposes for which they are not designed. They should never be used to replace a mimeograph. If properly planned, they can pay for themselves in a very short time.

3. OPERATION. If the same letter with different inserts is to be sent to a standard list of names, the operator need only be supplied with the names and addresses and an indication of the items for insertion. She inserts the roll in the machine, by hand types the date, name and address, and the salutation. She then presses the start key and the machine types the prepared letter, stopping at a predetermined place so that the operator can insert the special information, name, number, amount or data as desired. She can then press the start button and the machine takes over again.

In the meantime, she may have been assembling new sheets and carbons for the next letter, disassembling carbons from a previous letter, or addressing the envelope on another machine.

If the job is to answer various types of mail, someone else may have indicated on the original letter in code, the form to use in reply. The operator will then sort the letters by form called for and type all calling for a single form. The operation is then just the same as indicated above.

If a paragraph selection machine is used, the letters will have marked on the margin, or on a routing sheet, the numbers of the predetermined paragraphs which the operator is to use. The operator begins the letter in the same manner as above by typing the date, name, address and salutation. She then punches the paragraph buttons in the order in which they are to be written and starts the machine. One or more of these paragraphs may have stops for insertion of special data. The last button will include the closing of the letter, even to the stenographer's initials if desired.

Non-letter uses depend largely upon the ingenuity of the user. They can be used to type headings on tabular reports which have been printed on stock forms on IBM or Remington Rand accounting machines. The Flexowriter can be used to repeat print fairly complicated tabular reports where the desired number of copies does not justify mimeographing. They have been used to increase responses to questionaires by providing a personal touch to a cover page for printed or mimeographed material.

4. TYPES AND MANUFACTURERS

Since there are three basic means of actuating the typewriter, they are mentioned here according to type. Note that the purposes for which they are designed are not identical.

a. PUNCHED CARDS. The Card-a-Type manufactured by International Business Machines has been temporarily off the market for redesigning. This machine is not especially suited to letters. At this writing it is not certain which uses may be possible when this returns to the market, but it appears that it may serve small colleges for grade recordings, listings, and particularly for business office functions.

b. PUNCHED PAPER TAPES (player piano rolls) USING A PNEUMATIC ACTION. These machines are especially for letters. To this equipment is attached any standard or special electric typewriter. These vary from the simplest which reproduces one letter in complete form with provisions for insertions, to the elaborate paragraph selection type. For most colleges, the simpler form is probably more useful and

often several of these used in a battery may secure many of the advantages of the more elaborate machines with an actual lower cost.

A tape punching machine is also necessary to prepare the rolls, unless you are situated where the local distributor will cut them for you quicker and at less expense. One such machine can serve a large battery of automatic typewriters. The correct preparation of the roll is of utmost importance. Note that prices quoted below do not include the typewriter.

(1) Auto-Typist—
American Automatic Typewriter Company
614 North Carpenter Street
Chicago 22, Illinois

(a) Model 5100 ---------- $ 795.00
(b) Model 5020 ---------- $ 850.00

These are of the single letter type.

(c) Model 20-54 ---------- $1095.00
(d) Model 30-54 ---------- $1195.00
(e) Model 5060 ---------- $2150.00

These are of the push button paragraph selection type. The greater the capacity the higher the price.

(f) Perforator and stand ---------- $ 295.00

For those doing a great deal of work, information of the new automatic perforator and re-perforator should be secured.

(2) Robotype—
Robotype Corporation
Detroit, Michigan

c. PUNCHED TAPE ELECTRICALLY ACTUATED. (Tape ⅜" wide). These are more expensive than the simpler models of the pneumatic type, but are also more versatile. No separate machine for cutting the original tape is necessary, since it is punched on the same machine that types the letter. A special typewriter with the tape attachment must be used. This machine can be teamed with a second similar machine which will justify the right hand margin and prepare copy for offset printing. Most colleges will not find sufficient use for the companion machine to justify the cost. Since this machine cuts its own tape, it can be reasonably used for making smaller numbers of copies than are necessary to justify the time of cutting a new roll on the pneumatic type.

(1) Flexowriter—
Commercial Controls Corporation
Rochester 2, New York
(a) Model FL

5. SERVICE. No machine is any better than the service which is available in the area. This is a matter which must be determined locally, and there is no good basis for determining the worth of the service until you actually have the machine in use. By and large these machines do not require much servicing once they are properly installed. In the pneumatic type the user purchases any standard make electric typewriter, but the man who services the pneumatic action usually will not service the typewriter. Therefore, good typewriter service, preferably under contract, is desirable, since these machines will operate at higher speeds than normal. These machines have not reached their finest form yet, and there are still problems which will be solved some day. They are sufficiently good to justify using now and are rendering excellent service in many colleges. It is interesting to note that as high a proportion of small colleges use them as do the very large universities.

D. LETTER OPENERS

1. DEFINITION: A machine which will open a letter by mechanical means, usually by slicing a very thin strip from the side or end of a letter without damaging the contents. They may be either hand or electrically operated. In a preliminary study, it was discovered that every office seemed to have a letter opener, but upon further study it was discovered that most of them were of the bobby-pin, pen knife character. Even then it was discovered that there are apparently many small devices made and sold within local areas and classed as automatic letter openers. It has been impossible to trace many of these, and it is quite possible that they have limited markets; but it is more likely that they are not automatic in the real sense.

2. USE JUSTIFICATION. There seems to be no agreement as to the volume of mail necessary to justify the use of a letter opener of an automatic type. Its use may be justified simply to get the job done quickly in order to get the mail to its proper desk for quicker action. These machines apparently last a long time with little service required and thus their cost can be considered spread over a great many years. The knives need sharpening and the belts replaced, but this does not require a service man. The machines are safe to use.

3. MANUFACTURERS

a. The Bircher Company, Inc.
Rochester 14, New York

(1) Electrically operated
Model A-9 speed 500 letters per minute,
mail up to ½" thick ---------- $250.00

Model A-5 speed 500 letters per minute------ $235.00
Model A-7 speed 300 letters per minute------ $175.00
Model A-7J Mail ⅜" to 1" thick---------- $200.00

(2) Hand operated
Model H speed 200 letters a minute---------- $110.00
Model H-2 speed 75 letters per minute------- $ 65.00

III. DUPLICATING EQUIPMENT

ENDICOTT A. BATCHELDER
Assistant Registrar, University of Pittsburgh

A. GENERAL

Duplicating equipment may be defined as that equipment which will reproduce quickly and cheaply multiple copies from a master unit. The master unit ,which differs according to the type of machine, is prepared by cutting impressions with a typewriter or by drawing them free hand with a stylus. The machines referred to in this report are the stencil duplicator, the spirit duplicator, the gelatin duplicator, and the multilith duplicator.

On the basis of the survey made by this Committee, it was found that duplicating machine equipment is one of the oldest and most common type of mechanical aids used in a Registrar-Admissions Office. Of the 1,455 questionnaires that were issued, 820 replied that they had 1,518 duplicating machines in their institutions. The stencil duplicator is the machine predominately used in these offices.

1. APPLICATION OF DUPLICATING EQUIPMENT. There are many duplicating jobs that can be done on one or another of these machines. The duplicating machine which is to be used will depend upon the type of product desired. Is it to be used for mailing to persons outside of the institution? Is it to be used for memorandum purposes only? Is it to be used for rough tally copy? Will it reflect the standard of the institution when it is received? The following is a partial listing of forms that are now being prepared in Registrar-Admissions Offices on duplicating machines.

a. Form letters on which will be individually typed the names and addresses of the persons to whom the correspondence will be mailed.

b. Listings of student names and addresses for checking purposes and for use in mailings in various offices.

c. Statistical reports to be distributed to administrative offices.

d. Memoranda and notices to be issued to faculty and students.

e. Work charts for use in tallying statistical data.

f. Copies of examinations.

g. Questionnaires for various purposes.

2. Technical Features:

a. Color reproduction. All machines will duplicate in black, although the stencil and multilith duplicators will make better black copies than the spirit and gelatin duplicators. All of the machines will reproduce in colors or combinations of colors.

b. Registration. Perfect registration on copy is possible. Registration means that the operator can set up copy with exact spacing and alignment on the master unit and can be assured that the finished product will be identical with the master. This is very important when figures are to be inserted in specific spaces of the reproductions.

3. Location of Equipment: Questions have been raised as to whether duplicating equipment should be maintained in a centralized service area or in individual offices. It is difficult to give the correct answer to these questions as there are many factors involved. If an individual office has certain day by day jobs requiring 100 to 500 copies for distribution, it might be desirable to have the machine located in each individual office. However, better service and greater efficiency may be rendered by a centralized duplicating department. The success of such a department will depend upon a location convenient to all offices concerned, a staff of trained operators, proper supervision, and a sufficient volume of work to assure almost continuous operation.

B. SELECTION OF EQUIPMENT

Many features must be considered when selecting that piece of equipment which will provide the best means of duplication. When comparing one type of machine with another the following factors should be considered very carefully:

1. Type of product desired.

a. Permanent copies that are neat and legible to be issued to members of the faculty and persons outside the institution.

b. Copies of a temporary nature that can be used within the institution.

c. Work copies such as tally sheets to be discarded after all data has been compiled.

2. Number of copies that can be produced readily from one stencil.

3. Ease of operation.
   a. The time required to set up machine for each job.
   b. The amount of experience required by the operator.

4. Cost.

   a. Manufacturers have many models and it is possible to to obtain a machine in a price range that will fit most budgets.

   b. Manufacturers offer supplies and accessories at different prices.

C. DUPLICATING PROCESSES AND MACHINES

1. Stencil Duplicating.

In the stencil duplicating process the material to be duplicated is typed or drawn free hand with a stylus onto a cellulose coated stencil (tissue sheet covered with a cellulose coating). A good stencil can turn out approximately four or five thousand copies.

There are two distinctly different types of stencil duplicators available today:

a. The conventional type which contains an ink cylinder with a perforated diaphram over which an ink pad is placed. The ink is poured or brushed inside the cylinder, the ink pad acting as a reservoir to evenly distribute the ink over the entire surface of the stencil. As the paper passes through the machine, the ink is pressed from the ink pad, through the copy typed or drawn on the stencil, and onto the paper. These machines are either hand or electrically operated and will produce from 60 to 200 copies per minute, depending on the model.

b. The "dual-cylinder" type duplicator is distinctly different, in that it contains two solid inking cylinders, with waver or inking rollers contacting both cylinders. These rollers act as the reservoir for the ink and constantly deposit ink on the solid printing cylinders. Instead of the ink pad, a silk screen is used to cover the printing cylinders, and the stencil is placed over the silk screen. This type duplicator employs the paste type inks, and is very clean in operation. They are available in hand and electrically operated models and will produce from 60 to 150 copies per minute.

No special training is necessary for clerical personnel. For the many models offered by the various manufacturers, see the following pages. Copy registration is accurate.

a. Bohn Duplicating Corporation 444 Fourth Avenue New York 16, New York	Stencil Duplicator Rex-Rotary

(1) EQUIPMENT:

(a) Model BDC Rex-Rotary M2, twin cylinder, feed capacity 300 sheets, copy adjustable any direction, printing area 8 x 12¼, uses paste ink ---------- $ 159.50

(b) Model Rex-Rotary D270, continuous inking, print positioning, print sizes 3 x 5 to 9 x 15, prints to edge of 8¾" paper, hair-line registration ---------- $ 595.00

NOTE: Prices FOB New York—do not include tax.

(2) ACCESSORIES:

(a) Stencils—legal size ----------(per quire) $ 3.75
(b) Ink—black ---------- $ 2.50
colors ---------- $ 3.00

(3) REMARKS:

This equipment is manfactured in Denmark and is claimed to have very superior workmanship. Bohn Duplicating Corporation maintains a 10 years supply of spare parts.

b. A. B. Dick Company — Stencil Duplicator
5700 West Touhy Avenue — Mimeograph
Chicago 31, Illinois

(1) EQUIPMENT:

(a) Mimeograph model 410, hand operated, 100 sheet feed capacity, 8½ x 14 paper-- $ 100.00

(b) Mimeograph model 90, hand operated, 100 sheet feed capacity, 3 x 5 to 9 x 16 paper and card stock ---------- $ 210.00

(c) Mimeograph model 420, hand operated, 125 sheet feed capacity, lateral paper adjustment device, paper and card stock sizes 3 x 5 to 9 x 16-------- $ 320.00

(d) Mimeograph model 430, hand operated, 125 sheet feed capacity, completely enclosed cylinder, semi-automatic ink distribution, lateral paper adjustment device, paper and card stock sizes 3 x 5 to 9 x 16 ---------- $ 460.00

(e) Mimeograph model 435, table model, electric drive, 140 copies per minute, adjustment—lateral, vertical and angular position, paper and card stock sizes 3 x 5 to 9 x 16---------- $ 595.00

(f) Mimeograph model 445, electric drive, 500 sheet feed capacity, 60 to 180 copies per minute, sustained inking process, automatic copy stacker ---------- $ 965.00
Including cabinet

(g) Mimeograph model 450, heavy duty machine similar to above---------- $1117.00
Including cabinet

(h) Mimeograph model 493, duplicating service up to 3 x 5 cards and 12 x 18 paper, other features similar to above-- $1495.00
Including cabinet

NOTE: All machines use AC current.

(2) ACCESSORIES:

(a) Stencils—various sizes and qualities, depending on volume of copies desired---$2.15 to
Depending on size and type-----per quire $4.15

(b) Styli—for drawing lines, many different types with varying prices.

(c) Lettering Guides—varying sizes and prices.

(d) Screen Plates—for shading illustrations, various types and prices.

(e) Mimeoscope — illuminated drawing board, model No. 4, for hand processing of copy on stencil ---------- $ 30.00

(f) Paper—any mimeograph type paper or bond paper as desired for use on finished product, varying prices.

(g) Ink—two types of ink are available, one an oil base, and a new formula water base known as "contac-dri" both types are available in black and colors. The "contac-dri" ink permits duplication on a harder surface paper without slip sheeting and two side duplication is possible without excessive penetration--$1.00 to
Per can $3.00

(3) REMARKS:

The A. B. Dick Company is one of the oldest duplicating companies in the country. Its equipment is

good, and maintenance service is available through its many agencies throughout the country. Copies may be made on card stock and paper stock of all kinds and sizes.

c. Gestetner Duplicating Corporation — Stencil Duplicator
15 McLean Avenue — Mimeograph
Yonkers 5, New York

(1) EQUIPMENT:

(a) Model 120, hand operated, uses paste ink from tube, automatic feed and paper adjustment ---------- $ 227.00

(b) Model 230, hand operated, continumatic inking, feeds full ream of paper, attached electric light ---------- $ 395.00

(c) Model 260, electric operated, variable speed control, 30 to 175 copies per minute, continumatic inking, attached electric light ---------- $ 635.00

(d) Model 180, electric operated, electric light, express inking, size of copy from postcard to 13¼ x 16½---------- $ 995.00
Including cabinet

NOTES: Prices FOB New York—do not include tax. Operate on AC current.

(2) ACCESSORIES:

(a) Stencils various prices, depending upon individual job requirements, range from $2.85 per quire to $7.25 per quire.

(b) Ink—black, per tube ---------- $2.50
colored (15 colors) ---------- $2.75

(c) Other miscellaneous supplies.

(3) REMARKS:

This machine is manufactured in England. The company guarantees a ten year stock of parts on inventory in United States. Printing range to within 1/16 inch on side edges.

d. Hart Manufacturing Company — Stencil Duplicator
St. Paul 4, Minnesota — Mimeograph

(1) EQUIPMENT:

(a) Econ-o-matic, hand model ---------- $ 34.95
(b) Model HM 49, hand model---------- $ 59.50
(c) Model 149 HB, hand operated--------- $ 99.50
(d) Model 249 HM, hand model --------- $ 149.50

NOTE: Prices F.O.B. St. Paul—do not include tax.

(2) ACCESSORIES:
(a) Stencils—two grades ___per quire $3.50 and $4.00
(b) Ink—per pound can _____ $2.00
(c) Other miscellaneous supplies.

(3) REMARKS
These machines are inexpensive, but for their size and charactistics should turn out a good product.

e. Marr Duplicator Company, Inc. — Stencil Duplicator
53 Park Place — Mimeo-Duplicators
New York 7, New York

(1) EQUIPMENT:
(a) Model G, hand operated _____ $ 205.00
(b) Model B, hand operated _____ $ 345.00
(c) Model G-2, electric drive _____ $ 350.00
(d) Model B-2, electric drive _____ $ 490.00
(e) Model B-1, electric drive _____ $ 595.00
(f) Model E, electric drive _____ $ 845.00
NOTE: Prices FOB New York—tax not included.

(2) ACCESSORIES:
(a) Cabinets _____ $ 58.00
(b) Stencilscopes _____approx. $ 30.00
(c) Ink Dispensers _____ $ 2.50

(3) REMARKS:
This company has a slipsheeter which may be attached to the machine.

f. Milo Harding Company — Stencil Duplicator
432 West Pico Boulevard — Tempo
Los Angeles, California — Geha

(1) EQUIPMENT: Tempo
(a) "Imperial", electric operated, built-in interleaver, metered ink control, stainless steel ink cylinder, 200 copies per minute, 500 sheet feed _____ $ 895.00

NOTE: Prices are delivered, do not include tax.

(2) ACCESSORIES:
(a) Tempo Film Stencils _____per quire $3.85
(b) Ink—liquid, black and colors___per pound $1.25 to $2.75

(3) REMARKS:
This is a very compact machine, built for high-speed heavy production, and has very fine feature of automatic interleaving for perfect copies. One year guarantee on parts and workmanship.

(4) EQUIPMENT: Geha

All models of the Geha Duplicator are dual-cylinder type, using paste inks and incorporating selective line inking system, plus quick color change and full 8½" printing area.

(a) "Bantam" No. 74, hand operated, 200 sheet capacity ---------- $ 199.00

(b) "Spartan" No. 75, hand operated 500 sheet capacity ---------- $ 295.00

(c) "Regent" No. 90E, electric operated, air blower, excellent registration, 500 sheet capacity, 150 copies per minute------- $ 495.00

(d) "Automat" No. 160, electric operated, air blower, perfect registration, 500 sheet capacity, 150 copies per minute-- $ 695.00

NOTE: Prices are delivered, do not include tax.

(5) ACCESSORIES:

(a) Tempo Film Stencils ----------per quire $3.85

(b) Paste inks, black and colors----per pound $2.50 and $2.75

(6) REMARKS:

This machine is made in Germany and distributed by Milo Harding Company. Unconditionally guaranteed for one year on parts and workmanship. Large inventory of replacement parts maintained, plus complete shop facilities for producing replacement parts if necessary. All accessories manufactured in United States by Milo Harding Company.

g. Niagara Duplicating Company — Stencil Duplicator
P. O. Box 1175 — Duplicator
Concord, California

(1) EQUIPMENT:

(a) Model BX 2-M, hand operated, 125 sheets per minute, ½ ream feed, compact size ---------- $ 158.00

(b) Model 110, hand operated, reset counter, slip sheeter ---------- $ 339.50

(c) Model 125, electric drive, 125 copies per minute, 250 sheet feed capacity ------- $ 630.00

(d) Model 150, electric drive, 150 copies per minute, 500 sheet feed capacity------- $ 725.00

(e) Model 200, electric drive, automatic inker, lateral copy adjuster, 200 copies per minute, 500 sheet feed capacity ..... $ 840.00

(f) Model 250, electric drive, hair-line registration, automatic inker, eight speeds from 60 to 250 copies per minute, 500 sheets feed capacity ..... $ 905.00

NOTES: Prices FOB California—tax not included.
AC current.

(2) ACCESSORIES:
(a) Stencils – several grades at varying prices.
(b) Other miscellaneous supplies.

(3) REMARKS:
This company features a simplified slip sheeter which interleaves slip sheets between each printed copy. The speed of interleaving synchronizes with the speed of the machine. This feature should assure clean copies on card stock and bond paper.

h. Speed-O-Print Corporation — Stencil Duplicator
1801 West Larshmont Avenue — Liberator
Chicago 13, Illinois

(1) EQUIPMENT:
(a) Liberator No. 50, for small sized forms, hand operated ..... $ 29.50
(b) Model L, post card to legal size ..... $ 69.50
(c) Liberator No. 100, feed 3 x 5 to 9 x 14 copy ..... $ 139.50
(d) Liberator No. 200, feed 3 x 5 to 9 x 14 copy ..... $ 179.50
(e) Liberator No. 300, electric operated, post card to legal size ..... $ 349.50

NOTE: Prices FOB Chicago—do not include tax.

(2) ACCESSORIES:
(a) Stencil—regular size, 8½ x 11, per quire.. $ 3.35
legal size, 8½ x 14, per quire..... $ 3.50
(b) Ink—grade A ..... $ 2.50
(c) All other accessories available.

(3) REMARKS:
These machines represent a small compact, economical unit.

2. Spirit Duplicating.

In the spirit duplicating process the material to be duplicated is typed or drawn free hand on a master unit made up of a high quality coated paper on the back of which is a reverse carbon sheet. When the master has been completed, the carbon sheet is discarded and the original is attached to a cylindrical drum with the side containing the carbon deposit facing outward. The fluid (an alcohol compound) is transferred by wick or rollers, depending on the make of machine, to the copy paper. This slightly moistened paper, as it passes under the machine drum, dissolves and picks up a minute layer of carbon deposit which results in a transfer of the original design. The paper dries instantly and does not smear. Copy is clear, but is not too successful in solid black. The most popular color is purple, although other colors are available in red, green and blue. The machine is recommended for short runs of three to five hundred copies. If the master has not been exhausted by the first run, it may be filed and rerun again and again until the carbon deposit has been used up. The machines are easy to operate and present no technical problems to clerical personnel. Copy registration is accurate. There are several models in various price ranges as may be noted on the following pages.

a. A. B. Dick Company — Liquid Duplicator
5700 West Touhy Avenue
Chicago 31, Illinois

(1) EQUIPMENT:
(a) Model No. 220, 225 sheet feed capacity, adjusts from 1⅞ x 4 to 9 x 14, hand operated determines number per minute--- $ 205.00

(2) ACCESSORIES:
(a) Impression paper price varies in accordance with the type of paper desired, it is comparable in price to other duplicating papers.
(b) Fluid ----------Approximately per gallon $3.00

(3) REMARKS:
Automatic feeding and adjusting.

(4) IN THE FUTURE:
(a) Model No. 230, electric operated will be available around June 1954 with Azograph or spirit process. This will be one of the cleanest processes developed to date.

b. Ditto Incorporated — Liquid Duplicator
Harrison at Oakley Boulevard
Chicago 12, Illinois

(1) EQUIPMENT:

(a) Model D10, hand operated ---------- $ 195.00
(b) Model D15, hand operated ---------- $ 275.00
(c) Model D11, electric ---------- $ 345.00
(d) Model D43, electric ---------- $ 625.00
(e) Model D44, electric ---------- $ 775.00
(f) Model D45, electric ---------- $1125.00

NOTES: All machines have automatic feed.

Prices FOB destination—do not include tax.

(2) ACCESSORIES:

(a) Direct Process carbon, size 8½ x 11, prices depend on the quantity and grade---$2.50 Per hundred to $5.75

(b) Direct Process Masterset units, master paper and carbon combined, prices depend on the quantity and grade----------$2.75 Per hundred to $6.25

(c) Fluid, price depends on quantity-Per gallon $1.70 to $3.70

(3) REMARKS:

Ditto Company specializes in preparation of "system forms"—printed forms for specific purposes.

c. Duplicopy Company — Liquid Duplicator
224 West Illinois Street
Chicago 10, Illinois

(1) EQUIPMENT:

(a) Model H-44, hand feed ---------- $ 119.50
(b) Model A-44, automatic feed ---------- $ 169.50

NOTE: Prices FOB Chicago—do not include tax.

(2) ACCESSORIES:

(a) Master Unit Paper, three qualities with varying prices.
(b) Duplicopy Fluid.
(c) Copy Paper (Duplicopy Ever-Bright)

(3) REMARKS:

An inexpensive machine, simplified trouble free operation, pin point registration, will take copy up to 8½ x 14.

d. Standard Duplicating Machines Corporation — Liquid Duplicator
Everett 49, Massachusetts

(1) EQUIPMENT:

(a) C9EH, electrically operated, but hand fed, maximum paper size 9 x 14------ $ 605.00

(b) C9EA, electric, hand or foot control, automatic paper feed, maximum paper size 9 x 14 ---------- $ 680.00

(c) C18EA, Dual-O-Matic Feed, handles two stacks 8½ x 11, 8½ x 13, or 8½ x 14 paper, or single stack 18 x 14--------- $ 985.00

NOTE: Prices FOB Everett—do not include tax.

(2) ACCESSORIES:

(a) Carton Master Units

(b) Copy paper

(c) Fluid

(3) REMARKS:

These are all DeLuxe Machines designed for long life under continuous use. They give perfect registration for duplicating on printed forms.

e. Wobler Duplicating and Supply Company
1201 Cortland Street
Chicago 14, Illinois — Liquid Duplicator

(1) EQUIPMENT:

(a) Copy-rite L-53, hand operated-------- $ 157.50

(b) Copy-rite L-54, hand operated ------- $ 188.50

(c) Copy-rite L-47, hand operated-------- $ 214.50

(d) Copy-rite EL-47, electrically operated- $ 349.50

NOTE: Prices FOB Chicago—do not include tax.

(2) ACCESSORIES:

(a) Unit master paper, purple only--------$3.90 to Per hundred $6.75

(b) Duplicating fluid ----------Per Gallon $3.00

(c) Copy paper, sulphite ----------Per ream $1.65 to $2.55

3. Gelatin Duplicating

In the gelatin duplicating process (hectograph) the material may be recorded on the master unit by normal writing, a drawing instrument or inked ribbon on a typewriter as long as an aniline dye is the basic ingredient. The master unit is processed on the machine so that the dye will be transferred to a printing roll the surface of which is covered with a gelatin and glycerine substance. The aniline dye is absorbed into the surface of the roll so that when the copy paper is processed through the machine a portion of the dye is impressed into the paper. The dye dries instantly

and does not smear. Copy is clear, but is most successful in four basic colors—purple, red, blue, and green. The machine is recommended for short runs of 75 to 100 copies. It is easy to operate and presents no technical problems to clerical personnel. Copy registration is accurate.

a. Ditto Incorporated — Gelatin Duplicator
Harrison at Oakley Avenue
Chicago 12, Illinois

(1) EQUIPMENT:
(a) Model H-3, portable, copies 8½ x 13---- $ 75.00
(b) Model 14F5, flatbed, copies 14½ x 19--- $ 395.00
(c) Model 18F5, flatbed, copies 18½ x 34--- $ 525.00
(d) Rotary model S10, electric, copies 14¾ x 20 ---------- $1250.00
NOTE: Prices FOB destination—do not include tax.

(2) ACCESSORIES:
(a) All types, varying prices.

(3) REMARKS:
Reproduces approximately one hundred copies. All equipment uses gelatin rolls.

4. Multilith Duplicating

The multilith duplicating process (multigraph duplicator) uses the off-set duplicating process with a master unit.

The duplicating master is a clean, tinted, coated sheet of paper. There are five styles and many sizes of paper masters available. Their use depends on the quantity of copies required. It is prepared with any conventional writing tool, such as a typewriter, IBM tabulator, bookkeeping machine, pencil, carbon paper, rubber stamp, pen and ink, brush, etc.

With this process, it is possible to reproduce a master from a master, thereby creating many reprints from the original writing. The master may be filed and later rerun with additional information added. Deletions and substitutions are also possible on the original master. Each image-producing material maintains its original characteristics, and corrections are made with a rubber eraser just the same as on ordinary paper. Proof-reading is easy.

In adidtion to the direct image work, all words, lines and pictures which can be photographed, may be reproduced by a photographic plate on a variety of paper stock, from 13 pound bond to 3 ply card stock in any color ink.

While the machine is not difficult to operate, it would require

special training for the operator. Copy registration is accurate.

a. Addressograph-Multigraph Corporation
Cleveland 17, Ohio — Multilith Duplicator

(1) EQUIPMENT:

(a) Model No. 80, 120 sheet feed capacity, 3 x 5 to 9¾ x 14 paper, duplicating area 9½ x 13, 4500 copies per hour_____ $ 860.00

(b) Model No. 81, 120 sheet feed capacity, 3 x 5 to 9¾ x 14 paper, duplicating area 9½ x 13, 5000 copies per hour_____ $1000.00

(c) Model No. 750, 1000 sheet feed capacity, 3 x 5 to 9¾ x 14 paper, duplicating area 9½ x 13, 5200 copies per hour_____ $1395.00

(d) Model No. 1250, 5000 sheet feed capacity, 3 x 5 to 11 x 14 paper, duplicating area 9½ x 13, 6000 copies per hour____ $2090.00

(e) Model No. 1250, 100 sheet feed capacity, 2¼ x 2½ to 11 x 17 paper, duplicating area 9¾ x 13, 2500 to 4000 copies per hour, hand fed system_____ $1630.00

(2) ACCESSORIES:
Supplies run approximately 10c to 15c per thousand copies in reproduction. Paper masters can be purchased for as low as 2c each, depending on quantity used. Paper master may be purchased in single form, as well as fan-fold continuous carbon sets, with or without a preprinted format.

(3) REMARKS:
Because of the large variety of master units available, the multilith machine offers a versatile duplicating process.

IV. IDENTIFICATION PICTURE EQUIPMENT

KERMIT SMITH
Assistant Registrar, Michigan State College

It has come to the attention of the Machine Equipment committee that considerable interest exists among the membership of AACRAO for more information on equipment for preparing identification cards with a picture of the student. Currently, a questionnaire is being circulated to a representative sampling of colleges and universities in different sections of the country. At this time, only a preliminary report on this topic can be made.

As colleges and universities increase in size, so that each student is no longer known personally by a sizable proportion of other students and faculty, need for some type of identification pictures arises. Even in the small colleges, an identification picture of a student in a dean's or counselor's file proves invaluable when recommendations are requested a few years after graduation or even currently. Very often, this type of identification picture for campus offices is needed even though an identification card which the student carries is unnecessary. I believe it is safe to assume that an identification card is seldom used without some type of identification picture being also required. In searching for means to extend our identification picture procedure from office copies to include an I.D. card for each student on our campus, we considered several different cameras and methods. These, I will attempt to describe in this report.

The Folmer-Graflex Identification Unit—This is a complete package unit including an elevating stand so that subjects of varying heights can be taken easily. It has adjustable dials for setting up student numbers to be photographed below the picture. A background is also provided which shows the height of the subject in the finished picture. 35mm film is used and unit size paper prints provide excellent individual pictures for campus offices.

To make an identification card with such a picture on it, two methods appear evident: (1) a printed wallet size card with space provided for certain identification data and a space for a picture to be attached is the most common. The picture may be attached with mounting tissue, some other type of adhesive, or both the card and picture may be laminated in plastic. This latter method provides a very good permanent

card not easily altered or damaged. The main disadvantage is that of cost. (2) A photographic negative of an identification card with an aperture for the subject's picture can be fastened to a contact photo printer so that an entirely photographic card can be printed for each student by moving the appropriate frame of 35mm film into position before placing the photographic paper in the printer. A good, fairly tamper-proof I.D. card can be made using this process but there are at least three disadvantages: (a) The process is slow and tedious and more expensive than is desirable. (b) If the name or other identification data is to be typed on the finished cards, the cards have to be arranged in some sequence by the name or number on the subject's picture which is too small for rapid sorting. (c) Typing is not permanent when done on the photographic paper. (It is possible that a typewriter ribbon exists that will do the job but we have not located one, yet.)

Almost any 35mm camera can be used in the same way as the Folmer-Graflex unit with an appropriate stand to insure proper focusing. These cameras work quite satisfactorily for the file copies of identification pictures except for the problem of handling such small pictures. The time limit is usually less critical on these pictures so the slower handling is not quite as crucial.

The ideal process for making identification cards would be one that would permit a picture to be taken of the student and identification data, including his signature, and immediate processing so that the student could have his card before he completes his registration. To go on with this dream process, a negative or file copy should remain for new students so that additional copies for campus offices can be made following registration. So far no one has perfected such a process.

The Marks and Fuller, Incorporated, of Rochester, New York, have developed a direct positive process in an attempt to come close to the ideal. The complete Marful Identification Unit consists of a camera mounted in a booth so that the subject sits in front of the camera at the proper distance. The back of the booth is a photographic dark room wired for full illumination as well as red safety light. A "mock-up" of the printed identification card can be used as a background so a completely photographic identification card without signature can be made at one time. The company advertises "5 minutes from shutter snap to finished picture". If this schedule could be maintained the item of speed would be satisfactory. The chief difficulty with this process is the rather complicated develop, bleach, clear and redevelop process if large numbers are involved. Quality prints can be made only if temperatures of solutions and timing are kept "on the nose". No negative is required in the process so this lacks one of the essentials for the ideal set up.

A good description of a unique process employing Polaroid Land cameras for the preparation of I.D. cards appeared in the July 1952

issue of "College and University Business". Briefly, two students are photographed at a time with a stereoscopic attachment on the camera so that two shots of each subject are taken on each frame of the film. This method yields pictures close to the 35mm size which is adequate for I. D. cards. These pictures are then cut up and attached to prepared identification cards by laminating in plastic. The remaining copy of each picture is retained so that additional pictures can be made for the campus offices.

The latest camera to come to our attention is the Federal I. D. camera. This meets all of the specifications of the ideal unit except of time required to process prints. This camera simultaneously takes, on a single frame of 35mm film, the picture of the subject through one lens and the card of identification data including signature through a second lens. This negative is then processed as any standard 35mm film and printed on any standard photographic paper stock. Standard photographic methods are used so quality prints are possible through almost any good commercial photo finisher. If large numbers of cards are to be made, an automatic dryer would facilitate the handling. The remaining identification data card can be kept as a file card showing location of the picture on the roll if desirable. An IBM card works rather well for this data card. By segregating those students' pictures, (new) for whom additional copies are needed for other offices, on separate rolls, additional office copies can be prepared easily. A major advantage in this sytem is that the identification data can include enough material by which the cards can be sorted by departmental offices without reading very small print on tiny picture cards.

Undoubtedly, there are many more cameras and processes that should be covered in this report but sufficient information is not yet available.

V. MICROFILM EQUIPMENT

KERMIT SMITH
Assistant Registrar, Michigan State College

A. GENERAL

Since the results of last year's questionnaire on machine equipment indicated a relatively limited number of registrars and admissions officers actually using microfilm and a substantial number desiring more information about it, this report will go into some detail in an attempt to answer some of the basic questions.

Microfilm was introduced about 25 years ago, primarily as a medium to provide greater protection to bank records. Since that time, it has experienced a spectacular rise in importance in business systems and record keeping. Its use has spread to thousands of other organizations in widely varying fields in recent years and it has now become recognized as a basic business tool.

1. DEFINITION. Microfilm, in broad terms, applies to the whole process of recording on photographic film an exact miniature of the original document, processing of the film, use of the film for reference, duplication of film copies where duplicate copies are needed, and the making of paper facsimile prints enlarged from the film, either singly or in quantity. The first part of the report will deal largely with 16mm film stored in reels but consideration will be given to the newer developments: (a) microcards and (b) filing of strips of microfilm in cards.

B. NEEDS FOR MICROFILM

1. SECURITY. Microfilm furnishes exact duplicate records at minimum costs. The film copy and the original (or copies of the film) should be stored in different locations (50 to 75 miles apart is recommended) to safeguard vital records against partial or total loss by fire, flood, explosion, theft, carelessness or other hazards. It prevents unauthorized removal, rearrangement of documents, changing or tampering with important files.

2. REDUCTION OF BULK. Saves about 98 per cent of the space occupied by original files. Original files are either destroyed or transferred to secondary storage facilities. Filing cabinet costs are reduced.

3. PRESERVATION. Important records which are deteriorating can be transferred to film without appreciable loss of legibility. If microfilm is properly processed and stored, it will last for 500 years or more—as long as the finest rag paper available. (National Publication M 162 titled "Summary Report of Research at the National Bureau of Standards on the Stability and Preservation of Records on Photographic Film" by B. W. Scribner. This report may be obtained from the Superintendent of Documents, Washington, D.C. for 10c per copy.) Commercial companies will guarantee processing of all microfilm according to specification of the National Bureau of Standard for Permanent Microcopies. Valuable documents, facing damage due to excessive handling or repeated copying photographically under strong light which fades ink, can be copied for either permanent file copies or for point-of-use files.

4. CONVENIENCE. Many bulky files in active use can be more expeditiously handled in photo-reduced form. Records so condensed are not easily misplaced, misfiled, or disarranged. They become compact "bound volumes" conveniently indexed for reference—each record in sequence and readily reproduced at original size as a photographic print if desired. The average roll of microfilm contains as many records as a regular file drawer—about 3000 letter size. If each roll is properly indexed and labeled, using approximately ten foot sections as units, items can be located in a minimum of time (a minute or two) in most readers. The convenience of multiple copies of records available for separate locations can be of major importance in many instances (a positive copy of a 100 foot roll can be had for about $4.00).

C. LIMITATIONS AND PRECAUTIONS

1. COSTS. Although unit costs are low, total costs of filming bulky records are very high. Microfilming rather than destruction of records that should be destroyed is ridiculously wasteful and is a practice which has done much to discredit the use of microfilm. (A though provoking article which appeared in the February 1953 issue of Fortune, entitled, "Money in the Wastebasket" by Perrin Stryker is recommended reading for all creators of records.) Costs of microfilming may not be justified. An estimate of cost should always be obtained before a final decision to microfilm is made. Costs of readers necessary to the total project and adequate storage equipment should not be overlooked.

2. PREPARATION OF FILES. Files must be carefully prepared (and weeded out in many cases) before filming. This must include proper indexing and the insertion of locating targets. It is difficult, if not impossible, to make filing corrections and rearrangements on the film roll.

3. "BOUND VOLUME" NATURE. In reel form the microfilmed file becomes a "closed file". That is, an alphabetical or subject file which can be added to only by means of supplements. Interfiling is completely lost in a roll film file. ("Filmsort" described later in the report overcomes this difficulty.)

4. QUALITY STANDARDS. Microfilming must be done with high quality standards as to the material to be filmed, the indexing, the proper operation of equipment, and the processing of the film in accordance with specifications of the U.S. Bureau of Standards for permanent microfilm. The film copies of valuable or irreplaceable records should be meticulously checked and responsibly certified before the original documents are destroyed. This is especially true if the records are apt to be called upon as legal evidence.

5. DUPLICATE COPIES. Negatives of microfilms should not be used in readers, especially if original documents have been destroyed. While most readers are constructed to cause a minimum of wear and tear on film, repeated use increases the danger of film breakage or scratching with the resultant damage to some records. Positive copies of the microfilm usually should be used for reference and the negative should be in vault storage.

D. STEPS IN PLANNING A MICROFILM PROGRAM

The specific steps will vary with the individual situation, depending on size of the institution and whether the project is to cover a single department or be on an all college or university basis. The following principles are given mainly with a comprehensive program in mind. The order of the items is not necessarily the order of considering the problem.

1. ADMINISTRATIVE AWARENESS OF THE NEED. It might be assumed that this awareness already exists, otherwise, consideration would not be directed to the problem. However, many institutions depend upon the registrar or business officer to point up such needs as they occur. In any case, it would be well for a registrar contemplating a microfilm program to prepare a report covering his own needs for, and use of, microfilm along with some suggestions of other uses. This report should omit details but should cover general consideration and probably a suggestion that a committee be formed or an agency named to study the uses and needs of other departments.

2. SURVEY OF RECORDS. A rather complete survey of records should be made before any equipment is purchased or any microfilming done except on an experimental basis. This survey should consider a classification of existing records into some such groups as:

vital records
important records
useful records
non-essential records

The question should be asked—"What records would be absolutely necessary to be open again for business after a disaster?" Undoubtedly, some offices will be amazed as to the number of records that are really non-essential and certainly should not be microfilmed. A systematic program of retention and disposal is the best way to keep this "waste paper" from accumulating. Such a program can be a by-product of a carefully planned microfilm program.

The survey should include a sample of each type of record with an estimate of the number of such records. For each type of record, the originating or custodial office should make its recommendation as to classification and whether the originals should be destroyed, stored elsewhere or retained in the office even if a film copy is available to consult. A statement should be made for each such type of record as to the possibility of the need to add items to individual records. If considerable addition is necessary, a method of filing film other than reel form may be in order. Consideration should be given to continuing needs for new filming as well as doing the job for past records.

3. ESTIMATE OF COST. From the results of the survey, a summary should be made as to the total records to be microfilmed on a one-time basis and how many on a current basis. From this, the estimated total cost can be computed. The companies selling microfilm equipment and service will provide valuable assistance at this point. The various reduction ratios should be a part of this consideration since the type of record and the use to which the film will be put should help determine whether a 40 to 1 or 17 to 1 or some other reduction ratio is best. The great reduction will reduce film costs and reduce the bulk to a minimum but the convenience of use and the nature of the original may make this unwise. Four types of service are available from commercial companies and it is well to obtain estimates under each. The usual plans are:

a. CONTRACT. The company does the total job supplying all of the equipment, materials and personnel needed. They will arrange the material, set up adequate indexing, inspect the final film, retake and splice in any material not considered acceptable after inspection. The work may be done on the local premises or in the company's laboratories. This is the most expensive method under ordinary conditions.

b. LEASE. The company leases the equipment to the

institution to be operated by the regular personnel of the office. The services of a company supervisor are available. The film is purchased from the company and processed by them.

c. COMBINATION LEASE AND SERVICE. The required equipment is leased and the company furnishes a supervisor who directs the entire operation including the preparation of material and training of the local personnel.

d. PURCHASE OF EQUIPMENT. The equipment is purchased outright with the company supervising the installation and the initial instruction of personnel.

These plans all refer specifically to the making of the microfilm itself with a camera unit but lease plans are also available on readers. They are, however, usually purchased since they will be needed on a continuing basis even in small institutions.

Combinations of these plans are sometimes recommended, e.g., the backlog of work might be done under plan "C" and current microfilming might be done under plan "A".

In estimating total costs, the following elements must include:

a. Prefilming organization of records. The importance of the strict order of the original documents canont be overemphasized. Chronologically arranged or classed files are ideal for microfilming; subject files which are open for additions will present problems and increase using costs. Removal of paper clips, staples and pins, as well as non-essential material, is time consuming and must be considered.

b. Preparation of indexes and other finding aids.

c. Actual filming costs: material, labor, number of copies beyond the negative, rental or funding of equipment costs.

d. Post-filming checking of the microfilm.

e. Certification.

f. Identification marks on the film and on the boxes in which they are stored. Besides the name of the records, part of the records on the reel and date of filming, there are other useful idntification data such as: negative or positive, original destroyed or where stored and the number and location of other copies.

4. STATEMENT OF SAVINGS. All of the above items have been given in relation to costs. The other side, or that of savings which can come from a sound microfilm program, should not be overlooked. Savings in space, file cabinet costs, and the costs of duplication in cases that require more than one copy of the file can be substantial and should be included in any estimate of total costs.

5. DEMONSTRATION OF THE USES AND PROBLEMS OF MICROFILMING. A full demonstration should be given to at least the chief officers of each department or office contemplating doing any microfilming. This should go far beyond a sales talk. It should include examples of poor practices and problems as well as the advantages that will accrue from such a program. More than one demonstration may be desirable as the program develops since many specific questions will arise as consideration is given to the several problems. Samples of microfilm of the actual records to be taken will be of utmost assistance in such demonstrations.

6. SURVEY OF EQUIPMENT AVAILABLE. The major companies selling microfilm equipment and service have information readily available to demonstrate their equipment and service. Visits to customers actually using the particular equipment or service are very helpful. The major companies offering a complete line of equipment and service on a national scale are:

Burroughs (Bell and Howell equipment)
Detroit, Michigan

Diebold Incorporated—Flofilm Division
Norwalk, Connecticut

Recordak Corporation (Subsidiary of Eastman Kodak Company)
444 Madison Avenue
New York 22, New York

Remington Rand Incorporated
315 Fourth Avenue
New York 10, New York

All of these companies have offices in major cities. They also offer information on the newer specialized items such as "Filmsort" which can be used in combination with hand-filed cards, tabulating punched cards or marginally punched cards such as Keysort or E-Z Sort. Each of the companies have some strong points which may make their products the best for one job but second best for another. While the equipment is now developed to a point where it requires a minimum amount of service, it is important that service be available as close at hand as possible. Each company is nationwide but the local sales and service staff of each may determine which of the companies can best serve a particular institution.

7. FINANCE. A sound financial plan must be developed to cover the costs of whichever plan seems best for the particular situation.

E. COLLEGES AND UNIVERSITIES USING MICROFILM

The following list is given in groups according to number of students enrolled. It has been prepared from the results of the machine equipment questionnaire of last year:

Institution	Control	Size	Method Used	Make	Use
Institutions 500 and under					
Dunbarton College of Holy Cross, Washington, D.C.	private	200	contract		records
Buena Vista College Storm Lake, Iowa	private	310	contract	Remington Rand	permanent records of alumni and former students
Institutions 500 to 1000					
Southern State College Magnolia, Arkansas	public	872	rented	Recordak	permanent records, grade sheets, statistical data
University of Tampa Tampa, Florida	private	1000			library
College of New Rochelle New Rochelle, New York	private	700	purchased	Exacta	permanent records, books, art, slides
State University of New York, Syracuse, New York	public	594	contract		entire student folder
Capital University Columbus, Ohio	private	1000	contract		inactive records
Philadelphia College of Pharmacy and Science	private	750	purchased	Bolsey Portable	book pages, library, entrance records
Philadelphia, Pennsylvania College of Puget Sound	private	1000	contract		academic records, information sheets, class lists
Gustavus Adolphus St. Peter, Minnesota	private	830	contract		lists, student files, class grade lists

Institution	Control	Size	Method Used	Make	Use
Institutions 1000 to 2500					
Santa Barbara College of the University of California Santa Barbara, California	public	1383	contract	Flofilm	records, admission, graduation, credentials, ROTC waivers, petitions
Denison University Granville, Ohio	private	1250	contract	Diabold portable	vouchers, personnel records
Antioch College Yellow Springs, Ohio	private	1003	contract	Remington Rand	class record, academic records
Winthrop College Rock Hill, S. Carolina	public	1200	rent		academic records
Middlebury College Middlebury, Vermont	public	1200	contract		academic records
Kansas State Teachers College, Emporia, Kansas	public	1200	rented	Recordak	permanent academic records
Hamlin University St. Paul, Minnesota	private	1164	contract		all academic records
Institutions 2500 to 5000					
Catholic University of America, Washington, D.C.	private	3800	rented		records
Wright Junior College Chicago, Illinois	public	4700	purchased	Burroughs	academic records, grade report sheets, student personnel data
Queens College Flushing, New York	public	3500	purchased	Diebold portable	record cards

Institution	Control	Size	Method Used	Make	Use
Bowling Green State U. Bowling Green, Ohio	public	3208	rent	Recordak	student records
Brown University Providence, Rhode Island	private	3112	purchased	Recordak and Photorecord	books, articles, contracts, etc.
Institutions 2500 to 5000					
State College of Washington Pullman, Washington	public	4639	purchased	Burroughs	old schedule cards, academic records
Southwestern Louisiana Institute, Lafayette, La.	public	2679	rented	Recordak	entrance credit class cards, various lists
U. S. Naval Academy Annapolis, Maryland	public	3622	Navy Dept.		old records
Institutions 5000 to 10,000					
Los Angeles City College Los Angeles, California	public	8139	rented	Diabold portable	records
University of Connecticut Storrs, Connecticut	public	8506	purchased	Burroughs	records, comptroller
Yale University New Haven, Connecticut	private	7567			library
Illinois Institute of Technology, Chicago, Ill.	private	5700	contracted	Burroughs	discontinued (grades posted by reader)
Purdue University Lafayette, Indiana	public	9500	purchased		grades and student folders

Institution	Control	Size	Method Used	Make	Use
Western Reserve Cleveland, Ohio	private	8800	contract		permanent records prior to 1946
University of Oklahoma Norman, Oklahoma	public	8031	rent	Remington Rand	enrollment and permanent record cards
State University of Iowa Iowa City, Iowa	public	7213	contracted, also rented	Remington Rand	permanent records, grade reports
University of Kansas Lawrence, Kansas	public	6240	purchased	Burroughs	permanent records, grades, registration cards, miscellaneous records (prior to 1930 on all this material, correspondence to 1951)
Institutions 5000 and over					
Louisiana State University Baton, Rouge, Louisiana	public	6449	rented	Remington Rand	records
University of Missouri Columbia, Missouri	public	7000	contract		records
University of California Los Angeles, California	public	12700	purchased	Diebold	library, study lists filed by students
University of Southern California, Los Angeles, Calif.	private	16000	purchased	Recordak Model B	Library-fire protection
George Washington University Washington, D.C.	private	12000	contracted		all material in student files, student records
University of Illinois Urbana, Illinois	public	14531	contracted		academic records

Institution	Control	Size	Method Used	Make	Use
Indiana University Bloomington, Indiana	public	16948	rented but satisfied, will purchase		registration and enrollment cards
Michigan State College East Lansing, Michigan	public	14000	contracted	Recordak, Remington Rand, Burroughs	old record cards, grade lists, registration cards, extension grades
University of Minnesota Minneapolis, Minnesota	public	21993	contracted		grade reports
Columbia University New York, New York	private	25000	purchased	Recordak Duplex	non-matric student records
New York University New York, New York	private	38661	purchased	Recordak	financial material, student history, academic records
Brooklyn College Brooklyn, New York	public	16000	contract		academic records, registration cards, high school applications
Syracuse University Syracuse, New York	private	12000	purchased	Recordak	academic records and students complete folder

F. MAKING PRINTS OR TRANSCRIPTS FROM MICROFILM

Facsimile prints can be made with most microfilm readers but, to date this is a slow, laborious task and not suited to the job of preparing transcripts in volume as many registrars require. Regular microfilm enlargers, such as the Eastman Model A, are designed to do this job and, from reports, appear to be the best answer to date. From those using the readers for prints comes an almost unanimous warning—don't microfilm material that requires frequent individual copies. The Photostat Corporation has an enlarger to use in conjunction with their equipment that may provide a good answer to those having photostat equipment or contemplating acquiring it. The Haloid Company also has a microfilm enlarger available for their Rectigraph Units. At present, most schools that microfilm students' academic record cards do so only for protection and do not destroy the originals so they are available for transcripts.

G. INSERTION OF NEW MATERIAL

How can the problem of additional material be handled? This specific question was asked on the questionnaire answered by users. Some of their answers are:

1. Mark the film and provide an index for all students who return.

2. A new number and folder assigned to each student on the original master file card.

3. Additional strips spliced onto the reel. A later registration moves a student's file to a later group for refilming with new material.

4. Use Kard A-film. (Remington Rand trade name for film mounted in cards.) In this system a strip of film is mounted in a plastic jacket and inserted into a specially prepared card. As new materials are microfilmed, an additional strip is added. This provides a simple method of adding material and providing a method of easy reference. These cards require a special reader.

5. Microfilm on a permanent basis those files which are closed at the time of microfilming and save enough space to keep original records that are apt to have additional material added. Microfilm current records at intervals as a protective measure only.

H. "MICROCARDS" AND "FILMSORT"

Microcard is a trade name of the Microcard Corporation of LaCrosse, Wisconsin. It refers to a specific photographically prepared card 7½cm by 12½cm (approximately 3 x 5) on which appears up to eighty pages of material. They are in general usage for books, journals and technical data. All are prepared by the Microcard Corporation, or a

licensee from specially prepared negatives. In general, the price per card becomes most attractive when fifteen or more copies are required

Filmsort is a trade name of Film 'N File, Incorporated, Pearl River, New York (Remington Rand's Kard A Film is similar). It provides several methods of mounting film in cards. The basic method is to provide jackets for inserting strips of film. These jackets are either acetate or paper with built in sleeves to receive the strips of film. They come in standard card sizes of 3 x 5, 4 x 6, and other standard sizes as well as special sizes. They stack from 25 to 40 per inch. Special tools are provided for easy insertion into the sleeves or pockets. It is claimed that an operator can make three or more insertions per minute. These cards may be had in margin punched cards for McBee Keysort or E-Z Sort. Readers for these cards can be rented or purchased from the suppliers named earlier. The Eastman Model A enlarger may also be equipped to handle Filmsort cards so that enlargements can be easily made.

Filmsort also provides an aperture card for one to four frames of microfilm. IBM, Remington Rand, McBee Keysort, E-Z Sort and standard index cards are available in this form. An ingenious Filmsort Mounter cuts the film from the reel and mounts the frame of film in the aperture of the card in a single operation. The company states that more than four hundred frames hourly can be mounted.

I. SUMMARY

Microfilm has advanced in popularity in the last few years in the business world and is now accepted as a basic business machine. Educational institutions in this atomic age, faced in the immediate future with greatly expanded enrollment, are becoming increasingly aware of the need to protect their past and present records, reduce the bulk of past records to make room for new ones, and to explore the use of this tool for efficient office records management.

Several registrars have had considerable experience with the various methods of microfilming and can be of great assistance to fellow registrars who contemplate a new installation. Information from them formed the basis of this report.

A partial list of registrars who have had considerable experience and have furnished material to our committee follows:

1. Mrs. Carmelita Stanley
   Assistant Registrar
   University of California
   Los Angeles, California

2. Mr. E. C. Wagner
   Assistant Registrar
   Stanford University
   Stanford, California
   (Special experience with mirco-prints mounted on file cards.)

3. Mr. Ted McCarrel
   Registrar
   State University of Iowa
   Iowa City, Iowa

4. Mr. William C. Pomeroy
   Registrar
   University of California
   Los Angeles, California

5. Mr. Richard Johnson
   Registrar
   University of Florida
   Gainesville, Florida
   (Has experience with Kard-A-Film)

6. Mr. Keith Kennedy
   Registrar
   Syracuse University
   Syracuse, New York
   (Has had several years of experience including the preparation of transcripts from microfilm via enlarger)

7. Mr. Raymond L. Powell
   Registrar
   College of Puget Sound
   Tacoma, Washington

References:

1. Safeguarding Vital Records with Burroughs Microfilming
   Burroughs Adding Machine Company
   Detroit 32, Michigan

2. 50 Billion Records Can't Be Wrong
   Recordak
   444 Madison Avenue
   New York 22, New York

3. Committee Reports
   University of California
   Mrs. Carmelita Stanley
   Assistant Registrar
   405 Hilgard Avenue
   Los Angeles 24, California

4. Money in the Wastebasket
   Perrin Stryker
   Fortune—February 1953, p. 144

5. Sales Brochures
   Burroughs Corporation
   Diebold Incorporated
   Recordak Corporation
   Remington Rand Incorporated
   Film 'N File

VI. PHOTOCOPYING EQUIPMENT

HAROLD E. TEMMER
Examiner and Recorder, Chicago Undergraduate Division
University of Illinois, Navy Pier

A. GENERAL

1. Photocopying equipment is that equipment which is used to photograph, copy, or reproduce a document. This equipment will make an exact copy, thus precluding any errors that might accrue from manual copying.

2. Application of photocopying equipment:

a. Transcripts

b. Office or institutional copies of student record card to deans, advisers, counselors, etc.

c. To make copies of letters and other documents. For example, it is sometimes necessary to send a copy of a letter received in one office to another office. In many instances, photocopies are used rather than typed copies.

d. Research, particularly library research, in which instances photocopies of material from books, periodicals, and newspapers are desired.

e. There are, no doubt, many other applications for photocopying equipment. The applications listed above are merely examples of how the equipment can be used. It must be understood that the design of individual items of equipment will limit the use made of it. For example, not many pieces of photocopying equipment can be used for copying from books.

3. On some campuses the photocopying equipment is in a central office. This office performs the photocopying functions for all other offices on the campus. Generally, however, the photocopying equipment is owned and operated by the Registrar's office. In the instance of a central photocopying office, which is located outside the Registrar's office, there are some institutions which maintain in the Registrar's office small inexpensive equipment for occasional rush orders. This is reported to be good for public relations, particularly for students needing immediate transcript service.

B. SELECTION OF EQUIPMENT

1. Cost. Both the original and continuing cost of operation are factors to be considered. In considering the continuing costs, we find three important considerations. They are:

a. Paper and developing chemicals

b. Operator's time

c. Maintenance

In almost all cases, maintenance is the least important and almost negligible.

The operator's time, of course, is an important consideration and is an expensive factor.

The cost of paper and developing chemicals, in most cases, is easy to compute. The presence on the market of the developing process which requires first an intermediate print (matrix) and then another sheet of paper for the end product, a positive print, complicates the computation of cost somewhat because several copies can be made off the same matrix. Accordingly, with some equipment a single print would cost 16c but four prints would cost slightly more than 4c each.

2. Availability of service for maintenance and repairs:

There is very little repair or service involved in most of the simple photocopy equipment. However, in selecting some of the larger and more complex types of equipment it is wise to consider the availability, locally, of service.

3. Basic methods of operation:

a. Type of master involved. The Ozalid and Bruning White Printer require translucent masters. Some institutions have found it advantageous to change their record keeping from opaque to translucent masters to use this type of equipment.

b. Developing. With the exception of three types of equipment reported a liquid developer is necesary. Considerable attention should be given to this point. Some of the developers are dry chemicals which must be mixed with water of a fixed temperature. Some come as a liquid concentrate and must be diluted. The availability of sinks and water supply to the area where the equipment is to be used is an important consideration. By dry developing process, we refer to those processes requiring no liquid developer; for example, ammonia fumes for the Ozalid process and no developing at all for the Thermo-Fax. The most serious objection to any type of equipment was in the matter of liquid developing.

c. Stability of developing solution. In some of the liquid developers the solutions deteriorate in a short period of time regardless of the fact that only a few prints are being made.

d. Darkroom. Some of the equipment requires a darkroom for processing of the exposed paper.

e. Drying equipment and time involved where the process involves developing, fixing, and washing.

f. Number of steps involved. Some types of equipment require the preparation of a negative or matrix from the master copy and the final print is made from the negative or matrix.

g. Permanency of the end product. Some institutions reported the final print as fading after a period of time. This could be a function of developing technique. See Section C.

h. Volume production. For the normal routine of transcript preparation, in most institutions, practically all the equipment listed below will suffice. However, for volume production, there are severe limitations on most of the equipment. Comments concerning rates of production were purposely omitted in the discussion of the various processes and equipment due to the many variations which affect this factor. Some institutions furnish the dean, each semester, with a copy of the student's record card. This can get to be volume production.

For example, Mr. E. C. Seyler, Recorder, University of Illinois, made 20,034 transcripts in 35 hours running time. Two Dexigraph Jr. cameras, two Pako dryers, darkroom, and 319 man hours were necessary to complete the job. Eleven different students worked during this period. Seven of the eleven worked the complete 35 hour period. The approximate cost was 6c per photo.

B. Hopkins Moses of Yale University reports to us the following: "I was interested in the example given of Seyler's production of 20,000 transcripts on Dexigraph. You might be interested in a comparison of a similar job on Ozalid which I have just completed. We ran approximately 14,000 copies, 8½ x 11, on our Ozamatic with use of 70 man hours, mostly student help, at a cost of one cent per copy. This job was not done as a continuous job rather over a period of about three weeks, but the machine running time was 70 hours—one operator at a time making a total of 70 man hours. For this job our machine averaged 200 copies per hour. (It is capable of doing 300 to 400 per hour.)"

One can see that volume production presents different problems

from the routine and is necessarily an extremely important factor in selecting equipment.

C. PERMANENCY OF END-PRODUCT

In an attempt to gain more detailed information with reference to fading of the final print in some types of processes, a copy of the preliminary report was sent to the National Bureau of Standards with a request for an analysis of the "fading" question. The reply from the National Bureau of Standards, U.S. Department of Commerce, dated March 17, 1954, is quoted below:

"We have read your enclosed report and the processes you mention appear to be of the rapid copying type. Some of these photographic copying processes, in which the processing chemicals are not removed by washing, are satisfactory only for temporary record use, although some of these prints may be legible for a number of years if stored under suitable conditions (protected from dampness and light). In general, however, we would not consider these processes suitable for permanent record use. Our experience has been that they do fade if exposed to too much actinic light and moisture.

"In the case of photocopying machine papers, such as Photostat, Photo-Writ, etc., of the gelatin-silver-halide type which are to be used for permanent records, we recomend proper washing to remove the hypo. Crabtree, Eaton, and Muehler in their paper, 'Elimination of Hypo from Photographic Images', published in the Journal of the Photographic Society of America, November 1940, show the effect of the time of washing and temperature of wash water on the hypo content of processed paper. Their results indicated that 30 minutes of proper washing would reduce the typo content in single-weight papers to approximately 0.01 mg per square inch and prolonged washing would reduce it to about one-half that value. This problem of permanence is under study and we are not now prepared to make specific recommendations. However, we believe that processed photographic paper which contains 0.05 mg or less of hypo per square inch is suitable for permanent record use, provided the paper base is rag stock or highly purified wood-fiber stock having a high alpha-cellulose content."

D. TYPES OF PROCESSES

There are basically two types of photocopy processes so far as developing and printing are concerned. These are described below. The record to be copied will be referred to as the "record".

1. Single paper process:

In this process a single sheet of sensitized paper is exposed and through a developing and printing process becomes the final end product which we shall call the "print".

Equipment which employs this single process operation are listed below by manufacturer. These items of equipment are described more fully in subsequent sheets arranged alphabetically by manufacturer's name.

a. Chas. Bruning Company, Inc.
   (1) Copyflex

b. Haloid Company
   (1) Xerox

c. Minnesota Mining & Mfg. Company
   (1) Thermofax

d. Ozalid
   (1) Bambino

   (2) Ozamatic (several models)

e. Photostat Corporation

   (1) Photostat Junior and other models of Photostat but *not* the "Instant Copier".

f. Remington Rand
   (1) Dexigraph (several models)

2. Dual paper process:

An intermediate print (sometimes referred to as "matrix") is made by exposing the record to it. The intermediate print then is developed and transferred to the final print (end product).

In one developing process the intermediate print is placed in the developer and after it has been developed it is brought into contact with any good high grade sulfite paper, not bonded, and the image is transferred to the sulfite paper which is the end product (black on white). Up to four good prints may be taken from a single intermediate print. This process is the Verifax process. This process is used in the following products:

a. Eastman Kodax (Recordak Corporation)
   (1) Verifax

b. Photostate Corporation
   (1) Instant Copier

In the other developing process, the intermediate print together with a sensitized final print are placed in the developing solution and are pulled out temporarily fuzed together. They are then pulled apart and the image is on the final print. Only one final print may be made from each intermediate print exposed. In some types of equipment the final print has been reported as discoloring or fading over a long period of time. This has not been,

to our knowledge, substantiated by laboratory tests. The equipment using the above developing process are listed below:

a. American Photocopy Equipment Company
   (1) Apeco Auto-Stat

b. Copease Company

c. Cormac Industries, Inc.
   By application of a special technique, multiple copies may be made from the matrix on a sensitized positive paper.

d. F. G. Ludwig, Inc.
   (1) Constat-Contoura

e. Remington Rand
   (1) Transcopy-Duplex
   (2) Portagraph-Transcopy

3. Combinations of 1 and 2 above:

There are instances in which some institutions are transferring from an opaque record to a translucent record. This is being done so that those items of equipment requiring a translucent record may be used; e.g., Ozalid, Bruning, etc.

During the transition period it is often necessary to copy the opaque records. This may be done by using a translucent *end-product*, where available, with any of the machines listed above *not* requiring a translucent *record*. The translucent end-product may then be used with the Ozalid, Bruning, etc., for multiple copies. (See the remarks under Ozalid. This will work equally well with the Bruning and other machines requiring translucent records.)

4. Only the Thermofax (Minnesota Mining & Mfg. Company) and Xerox (The Haloid Company) are truly dry developing processes.

E. EQUIPMENT AVAILABLE

Makes and models are listed alphabetically by manufacturer. (It is recommended that the Registrar, buying equipment, use the equipment for several days in his office before actually deciding on which piece of equipment he finally buys.)

1. American Photocopy Equipment Company
   1920 West Peterson Avenue
   Chicago, Illinois

   a. EQUIPMENT:

      (1) APECO SYSTEMATIC AUTO-STAT continuous printer with processing unit. Makes copies 11″ wide, any length. AC current only*. ---------- $ 370.00

(2) APECO AUTO-STAT—all electric, fully automatic. Makes copies up to 11" x 17". AC current* ---------- $ 189.50
(This is the developer only and must be used with one of the copiers listed below.)
* Use standard converters for DC current.

(3) A 51-APECO AUTO-STAT COPIER. AC or DC for making letter and legal size copies---- $ 65.00

(4) PRA51-APECO PHOTO-EXACT COPIER AC or DC for making copies up to 11" x 17"-- $ 67.50

b. ACCESSORIES:

(1) Apeco Timer for use with AC current only--- $ 21.45
(Must be used with A51 or PRA51 copiers above)

(2) Apeco Eject-O Photo paper safe---------- $ 19.95
Holds 100 8½" x 11" sheets
(Paper safes for larger sheets available at small additional cost but not listed here.)

c. PAPER:
Auto-Stat paper—regular weight, matte finish. Prices shown are for sets. A set includes both Apeco Auto-Stat No. 1 paper and Apeco Auto-Stat No. 2 paper.

(1) Size 8½" x 11", 250 sets (minimum order). Price per 100 sets---------- $ 8.50
Also available in 8½" x 14" and 11" x 17". Price reduction for larger orders. Paper available in special cut sizes as well.

d. APECO AUTO-STAT 1-STEP CONCENTRATE packed 6 quarts per case, (Sold in case lots only)-- $ 6.90

All items above FOB Chicago.

REMARKS: Only one positive copy can be obtained from the negative. No darkroom is required. Water and sink should be available for mixing chemicals and cleaning equipment (approxitately once a week). This equipment operates in subdued office lighting. In bright fluorescent light or sunlight it is recommended that an Apeco Lite-Guard Cabinet be used. Manufacturer reports copies are permanent and will not fade. Records are rolled into machine to be copied and pass through rollers. Records are protected in the machine from contact with the chemicals.

2. Chas. Bruning Company, Inc.
4700 Montrose Avenue
Chicago 41, Illinois

a. EQUIPMENT:

(1) Copyflex, Model 6---------- $ 490.00

A new table-top copying machine. The first diazotype model to copy pages in books, magazines, and other periodicals. Using Bruning Reflex Film, pages are copied without damaging the books in any way. The Model 6 is especially designed to produce also a medium-volume of copies of office forms, drawings, letters, and other material up to 10″ x 15″ in size. It can be placed on any ordinary table or desk top and operates on 115 volts, 60 cycle, AC current.

(2) Eight other models are available ranging in price from ----------$548 to $5475.

b. PAPER AND FILM:

(1) Copyflex paper, opaque cloth, transparent cloth, opaque paper, film, sharp contrast paper, and Reflex film are available. Since Copyflex paper alone is available in 35 differenct stock sizes and 6 different weights, only the following prices are quoted:

	Light	Standard	Weight
Sheets per package	100	250	500
Sheet sizes			
8½″ x 11″----------	$1.05	$2.22	$4.16
8½″ x 13-14″----------	$1.44	$2.90	$5.32

c. DEVELOPER:

Avaliable in black, brown, blue, and red and in different size units (liquid). Only the following is quoted:

Black ½ gallon $0.90 each $9.00 dozen

d. ERADICATORS:

The image developed on copies can be eradicated whenever it is necessary to delete or change a portion of the image.

1 ounce $0.36 each $3.96 dozen

(Other increasing amounts available at reduced cost)

Above items FOB Chicago.

REMARKS: Records to be copied must be on translucent stock. Prints can be made from opaque records using reflex film

and two-step operation. No additional equipment is required to make prints from opaque records.

No darkroom required. Can be operated under flourescent, daylight, or incandescent lighting. Sinks should be available to clean developing trays about once a week. Developer is in liquid form. Copies are permanent.

Since the prints are produced at slightly more than 1c each, it certainly seems advisable to consider this equipment and the change fro opaque to translucent records. Translucent card stock for records is available. The manufacturer recommends that, during a transition period from opaque to translucent records, as copies are neded of existing opaque records the opaque records be retyped onto translucent records. This recommendation is made in view of the high cost of Reflex film required to produce a print from an opaque record (8½" x 11", 25 sheets for $4.20). The Bruning Copyflex (white print) process is a reproduction method for quickly making low cost, diazotype copies.

No masters, negatives or stencils are required. The copies—often called "prints"—are clean, error-proof, positive (not negative) copies on which alterations or additions can easily be drawn or written.

No vapor developer is used; therefore a Copyflex machine cannot emit fumes. There is no need for exhaust ducts, messy inks, tray developing or special room lighting.

The Copyflex process is extraordinarily versatile because of an unsurpassed range of sensitized materials on which copies can be made.

For all the Bruning Models, other than Model 6 described above, records are rolled into the machine to be copied and pass through rollers. In the Model 6 records are placed on a flat surface to be copied. Records are protected in the machine from contact with the chemicals.

3. Copease Company
201 North Wells Street
Chicago 6, Illinois

Home Office:
270 Park Avenue
New York 17, New York

a. EQUIPMENT:

(1) Combination Electric exposing, developing, printing unit. Copease Duplex—14" throat--- $ 434.00
(a self-contained unit performing the entire operation)

(2) Developer units:

(a) Copease developer–Electric

Model A–8½" throat	$ 212.50
Model B–14" throat	249.50

(b) Copease developer–Hand

Model A–8½" throat	$ 96.50
Model B–14" throat	$ 119.50

(3) Exposing units:

(a) Copease exposing unit

Model A–8½" x 14"	$ 119.50
Model B–14" x 17"	$ 199.50

b. ACCESSORIES:

(1) Paper dispensers (light proof paper safes)

8½" x 11"	$ 19.95
8½" x 14"	$ 21.95

Larger sizes available at slightly higher costs.

c. PAPER:

(1) Types–Agfa copy rapid paper is available in any size desired up to 14" in width in negative paper and five different types of positive paper. These types are:

one sided

air mail

card stock

transparent

duplex (two sided)

A Duo-pak consists of two packages: one package of 100 sheets of negative paper and one pack of 100 sheets of either one sided, air mail, card stock, or transparent positive paper.

A Tri-pak consists of three packages: two packages of 100 sheets each of negative paper and one package of 100 sheets of duplex (two sided) positive paper.

(2)

	8½ x 11	8½ x 14	11 x 17	14 x 17
One sided				
Duplex (two sided)	$8.50	$10.80	$17.00	$21.60

	8½ x 11	8½ x 14	11 x 17	14 x 17
1 to 9 Duo-paks				
1 to 9 Tri-paks	$15.70	$19.90	$31.30	$39.80

(Other types and sizes available, discount for larger orders).

Standard Sizes—generally stocked locally.

Delivery 2 to 3 weeks from receipt of order.

Minimum Order—one Duo—or Tri-pak (100 sets) of any one size and type.

d. DEVELOPER:

(1) Package for 2.5 quart solution

single package ---------- $ .80

5 packages for ---------- $ 3.75

All items above FOB New York City, New York

REMARKS: This equipment should not be operated directly under fluorescent light or in daylight. Only one positive copy can be obtained from a negative, but when the negative is "fixed" with photographic acid solution it can be used for exposing offset plates. Copies are jet black on white and are permanent under normal conditions. The transparent positive may be used with diazo type machine, e.g., Bruning, Ozalid, etc. (See Section D, 3) No darkroom required. Subdued lighting recommended. Developing fluid good for 250 copies or 2 weeks—whichever comes first.

Records are rolled into the machine to be copied and pass through rollers. Records are protected in the machine from contact with the chemicals.

4. Cormac Industries, Inc.
80 Fifth Avenue
New York 11, New York

a. EQUIPMENT:

(1) CORMAC COMPACT is a single-unit, easily portable, desk-top model photocopier. Continuous printer with built in processing unit. Makes copies any length, 8½" wide. Available for AC or DC current ---------- $ 359.00

(2) CORMAC MODEL NO. 9 WITH CORMAC MODEL CONTRACTER is a two-unit system recommended for offices with a wider variety of copying purposes, i.e., copies from bound books, art paste-ups, textile designs, etc. Units are all-electric and fully automatic. Makes copies any length, 8½" wide. Available for AC or DC current ---------- $ 339.00

(3) CORMAC MODEL NO. 14 WITH CORMAC CONTACTER is exactly the same as the No. 9 model, however, makes copies any length, 14″ wide. Also available for AC or DC current. ---------- $ 399.00

(4) CORMAC PAPER DISPENSER, MODEL NO. 911 for 8½″ x 11″ paper supplies. Light-tight, automatic, conveniently ejects one sheet at a time. Holds 100 sheets easily---------- $ 19.95

(5) CORMAC PAPER DISPENSER, MODEL NO. 914 for 8½″ x 14″ paper supplies. Exactly the same as the No. 911 model---------- $ 21.95

b. PAPER:
Cormac paper comes in a variety of weights and finishes. Airmail thin, regular weight, single sided, double sided, transparent, opaque card stock.

(1) Paper sizes range from 5⅞″ x 8¼″ to 16½″ x 23½″. Paper is also obtainable in rolls of 66 foot lengths, and widths from 8¼″ to 23⅜″. Prices vary according to size, weight and finish.

c. CORMAC DEVELOPER SOLUTION CONCENTRATE is prepared exactly to tray developer capacity. Prices vary according to size and quantity.

All items FOB New York City.

Remarks: Cormac's current production is in excess of 200 units monthly. The final product is *dry* as it comes out of the machine. The developing chemical solution is a liquid concentrate which requires no measuring, mixing or other detail. The concentrate is added to water, and then emptied into the developer tray. Records are rolled into the "Cormac Compact" to be printed. Records are laid on a flat bed to be copied in Cormac Models 9 and 14. A damp cloth should be available to clean equipment. Operates best under subdued office lighting. Multiple copies may be made from a single matrix or negative copy.

5. Eastman Kodak
Rochester 4, New York

a. EQUIPMENT:
(1) Verifax (Type 1 Model C) Copies only 8½″ x 11″) ---------- $ 240.00

(2) Verifax (Type 1 Model Z) Copies up to 8½″ x 14″) ---------- $ 395.00

b. PAPER:

Verifax Matrix paper is the heart of the Verifax Method of copying. It is coated with a unique emulsion—a suspension of silver halide, developer, and dye-forming components. With reflex exposure (light reaching the emulsion through matrix paper stock), the emulsion next to white areas of the document receives enough light to harden in the activator. Upon immersion in the activator for about 20 seconds, these areas are developed, dyed and hardened. The hardening causes these exposed areas of emulsion to adhere to the matrix.

The unexposed area of the matrix (corresponding to the document image) is dyed, partially developed, but not hardened, during 20-second activation. When the matrix is then squeegeed and rolled in contact with Verifax Print Paper, or other suitable commercial paper, a layer of the unhardened dyed material is transferred to the print paper. By RAPIDLY reapeating the wetting, squeegeeing and rolling part of the cycle, lower layers of strata of unhardened matrix material are successively transferred to sheets of print paper.

Very little, if any, matrix material is transferred to the white areas of the copies. Hence, these white areas should stay white. The image areas of the copies are expected to remain perfectly legible. The image color tends to change from black to brown. Identical process used with Photostat Instant Copier.

(1) Verifax Matrix paper
Type 1, 100 sheets 8½″ x 11″ copy---------- $ 9.00
Type 1, 100 sheets 8½″ x 14″ copy---------- $11.00

(2) Verifax Print paper
500 sheets, 8½″ x 13″---------- $ 3.25
500 sheets, 8½″ x 16″---------- $ 4.00
(Any high grade sulfite, non-bonded paper may be used)

c. VERIFAX ACTIVATOR (developer):
Type 1, Size A, carton of 10---------- $ 5.00

Remarks: May be used under fluorescent, incandescent light, or in daylight. Up to four good positives may be produced from a single negative (matrix). Permanent copies. No darkroom. Sink and water should be available to clean developing tray and mix developer at least once a week. Records are placed on a flat surface to be copied.

6. The Haloid Company
Haloid Street
Rochester 3, New York

a. EQUIPMENT:

(1) Xerox Fuser — On a rental basis only. See remarks.

(2) Xerox Copier, Model A

(3) Xerox Camera, No. 1

(4) Xerox Camera, No. 3

(5) Xerox Lith-Master

(6) Xerox Lith-Master Processor, Model X

(7) Xerox Lith-Master Camera, No. 1

(8) Xerox Lith-Master Camera, No. 4

b. ACCESSORIES AND DEVELOPER:

(1) A special flit (iKt No. 1) is available which consists of the following:

(a) 3 plates (metal plates used in process)

(b) plate holders

(c) 9 lb. can of dry developer (a powder)

(d) 1 pt. toner

(e) 3 cans master type cleaner

(f) 3 quarts film remover

(g) 1 lb. cotton

Total cost of above Kit---------- $230.00

c. PAPER: Any paper may be used.

REMARKS: Produces the sharpest and clearest copy of any of the other equipment discussed. However, this equipment does not lend itself to transcript type process. It is too expensive to use for single copy work; but, is rather designed for using to make offset paper masters and run off on an offset duplicating machine. Two to three minutes are required to go from a record to be copied to either a final print or an offset master. The manufacturer claims that about 10,000 copies can be made from a single offset paper master.

The basic equipment required are the Fuser, the Copier and

either Camera No. 1 or Camera No. 3. Camera No. 1 will neither enlarge nor reduce but makes same size direct copies. Camera No. 3 will reproduce copies from 50 per cent reduction to 150 per cent enlargement.

The Fuser, the Copier, and Camera No. 1 rent for $75.00 per month.

None of the Xerox equipment may be purchased at this time. Briefly the Xerox process (called "Xerography") works as indicated below:

a. A metal plate is charged with positive electricity in the Copier.

b. It is then inserted in the Camera and exposed to the record to be copied. The light rays from the record which are reflected knock off the positive electricity leaving negative electricity which outlines exactly the detail on the record.

c. The plate is then reinserted in the Copier and the dry developing powder passes over the plate and adhers to the positive electricity only.

d. The paper, or the offset paper master, is then placed over the metal plate and the dry developer powder is transferred to the paper.

e. The paper, or the offset paper master, is then placed in the Fuser for a second and the dry developer is fused to the paper. This is a permanent product and will last as long as the paper itself. A truly dry developing process. Records are placed on a flat surface to be copied.

7. F. G. Ludwig, Inc.
Deep River, Connecticut

a. EQUIPMENT: Constat-Contoura

A double unit. The Contoura copies, the Constat develops. This is a portable copier and developer designed originally for research, copying information from books, periodicals, documents, etc. The Contoura is available in two sizes: to copy 8" x 10" material and to copy 8½" x 14" material. The manufacturer claims that the Constat is a dry developer; it is almost a dry developer. The prints are only slightly moist when they come out of the Constat (developer) and will dry in about a minute. The entire operation is similar to the Auto-Stat by American Photocopy Company and Transcopy by Remington Rand.

(1) Contoura (8″ x 10″) ---------- $ 46.00

(2) Contoura (8½″ x 14″) ---------- $ 68.50

(3) Constat ---------- $ 69.50

b. ACCESSORIES:

(1) Paper safe 8″ x 10″---------- $ 9.95

(2) Paper safe 8½″ x 14″---------- $11.95

(3) Shut-off Timer ---------- $ 7.95

The paper safes are a must since the negative paper is light sensitive. The shut-off timer is optional equipment since a sweep second hand on a wrist watch will do the job. Also, if the equipment is used as a portable, then the carrying cases, storage bottle and syphon are recommended.

c. PAPER:

Constat paper (negative and positive) 8″ x 10″, 100 sets ---------- $ 7.25

Constat paper (negative and positive) 8½″ x 14″, 100 sets ---------- $10.80

d. PROCESSING MATERIALS (developer)---------- $ 0.90

FOB, Deep River, Connecticut, except all shipments are postpaid if payment accompanies order. There are several money saving combinations of this equipment. For information, contact the manufacturer.

Remarks: Should not be operated under fluorescent light or in daylight. Requires subdued lighting. Prints may fade. The least expensive of all the reproducing equipment for limited jobs. Basic operations are similar to Auto-Stat and Transcopy. Only one positive from each negative. No darkroom is required. Water and sink must be available for mixing developer and washing equipment.
Records are placed on flat surface to be copied.

8. Minnesota Mining & Mfg. Company
St. Paul 6, Minnesota

a. EQUIPMENT:

Thermo-Fax ---------- $ 422.00
(Delivered and Installed)

b. PAPER:

8½″ x 11″ (lots of 500 sheets)----------$5.05 per 100

8½″ x 11″ (lots of 10,000 sheets)----------$4.54 per 100

8½" x 14" (lots of 500 sheets)----------$5.50 per 100

8½" x 14" (lots of 10,000 sheets)----------$4.95 per 100

Available in other sizes and lots but not to exceed 8½" x 14".

Also available now in several colors and weights.

Remarks: The most revolutionary piece of equipment on the marked. No developing is required. A truly dry process. Prints instantly available on exposure and impervious to smearing. Process is heat transfer to heat sensitive paper. 110 volt AC 30 amp operation.

Recent developments in the paper used have brought this machine closer to applicability in the Registrar's office than it has been in the past.

Even now the final print is not as sharp and clear as a process involving the use of a lens between the master record being copied and the sensitized paper. Of course, it is true that not many of the contact printing processes yield real sharp prints. The print on the Thermo-Fax is now as good as some of the wet developing processes. However, in demonstrations involving the Thermo-Fax process, use samples of your permanent record to be copied.

The machine will copy any typed, printed, or written material which has carbon, graphite, or metallic content. In general this would include original black typing or printed material, carbon copies, lead pencil, black stencil ink, and the IBM transfer posting carbon. Recently, combination colored typewriter ribbons have been introduced which will copy. Any colors which contain a measure of carbon black or metallic content will reproduce. The machine will not copy the following:

a. Certain ball point inks.

b. Some colored inks.

c. Spirit or gelatin process inks.

d. Typed or written material that does not have a carbon or graphite or metallic content.

Since the pirnt is a function of the amount of carbon in the printed or written material, care must be exercised to get a uniform copy of a permanent record card which is prepared by different people at different times. Here the amount of carbon present in the typed material, for example, is a function of the typist's touch and the age of the typewriter

ribbon. Therefore, best copy results will be obtained when the carbon density over the entire record is as uniform as possible. This newer Thermo-Fax paper gives better results in this regard and registrars are urged to examine this equipment.

Will yield approximately three to four prints per minute. Records are placed on a flat surface to be copied. Can copy from heavy card stock printed on one or both sides and from any color of paper stock.

9. Ozalid
Division of General Aniline & Film Corporation
13 Ansco Road
Johnson City, New York

a. EQUIPMENT: Ozalid
(1) Bambino (9″ printing width—any length)---- $ 410.00
Other models and sizes available.

(2) Larger models of Ozalid machines are available.

b. PAPER:
Ozalid paper. Approximately less than 1c per 8½″ x 11″ sheet. Copies can be reproduced onto paper, film, or cloth in a wide variety of weights, finishes, colors, and sizes.

c. DEVELOPING MATERIAL: About 16c for enough chemical (ammonia) to run about eight hours of operation. Chemical is used only if prints are being run.

FOB, Johnson City, New York

Remarks: The Bambino, unlike other Ozalid models, will not, in most cases, require venting. The machine is most adaptible to the Registrar's office. However, it requires translucent records for copying. The transfer of translucent records from opaque records is certainly worth considering in view of the extremely low cost of the end product. A plan for handling transcript requests during the transition period from opaque to translucent records is outlined below by the Ozalid Company:

"MACHINE: For this plan, we would use an Ozalid Bambino, which is priced at $410.00, and the developing section of a verifax process, which is available at $100.00. An 8½″ x 11″ print on our Ozalid machine costs less than $0.015; a print on the verifax process would cost approximately $0.08.

"REPRODUCTION OF PRESENT TRANSCRIPT RECORDS: When a copy was originally required from a present

record, the record would be exposed on to the Verifax paper in our machine and developed in their unit. This could be done in seconds at a cost of approximately $0.08.

"REPRODUCTION OF FUTURE TRANSCRIPT RECORDS: All subsequent transcript records would be prepared on translucent paper, which is available from $0.004 for 8½" x 11" sheets to a higher price for heavier weights. In the future, when a copy is required from one of these records, a copy could be exposed and developed in the Bambino in seconds at a total cost of less than $0.015." No darkroom, no make ready, no negatives, no clean up, no drying is necessary. When the tank holding the ammonia is empty, the operator ned only to pour in more solution. The developer chamber is well sealed so that there is no loss of ammonia when machine is not in operation. This machine will reproduce up to two hundred copies an hour. See Section B, 3, h.

Records are rolled into the machine to be copied and pass through rollers. Records are protected in the machine from contact with chemicals.

10. Photostat Corporation
303 State Street
Rochester 14, New York

a. EQUIPMENT:

(1) Photostat Instant Copier---------- $250.00

(a) PAPER

Photostat Instant Copier uses a matrix (sensitized) paper along with a print paper.

1 box (100 sheets) 8½" x 11" matrix-------- $ 9.00

1 box (100 sheets) 8½" x 14" matrix-------- $11.00

1 pkge (500 sheets) 8½" x 16" print paper---- $ 4.00

1 pkge (500 sheets) 8½" x 13" print paper---- $ 3.25

(Any high grade sulphite paper, not bonded, can be used as the print paper; the print is not sensitized.)

(b) DEVELOPER

1 box (10 pkges. 2 quart size) activator---------- $ 5.00

Remarks: This piece of equipment is ideal for use in the Registrar's office. It will handle up to 8½" x 14" records.

It can be used under any office lighting condition, i.e., fluorescent, incandescent, or daylight. Produces permanent copies. Another feature of this equipment is that the matrix will produce up to four good legible copies, thus reducing the cost of the prints where multiple prints are required. Requires no darkroom. Requires sink and water for mixing activator and cleaning developing tray about once a week. The developing process is the Verifax process. See remarks under Eastman Kodak-Verifax. Records are placed on a flat surface to be copied.

(2) Photostat Junior ---------- $ 750.00

Complete with:
One Weaco Roto Print Dryer (6 prints per load, 6 minutes drying time)

One 18″ Cylindrical Washer with hose

One 12″ Print Trimmer

One 2 quart porcelain pitcher with stirring rod

One 12″ hand print squeegee and squeegee plate

(a) PAPER
Standard weight, 350′ x 11″ wide------- $ 18.45
Available in 16 different weights and type paper.

(b) DEVELOPER:
Developer, 2 quart pkge---------- $ 0.30

24–2 quart pkges. in case ---------- $ 6.25

Fixer, 2 quart pkge ---------- $ 0.20

24–2 quart pkges. in case---------- $ 4.20

Remarks: This equipment represents a more complex operation. It is best operated in an area immediately adjacent to a deep sink for washing the prints after developing and fixing. The developing is done within the machine itself. The fixing is done on a stand adjacent to and a part of the machine. In addition to the sink for washing prints, a dryer is required for drying the print. A small manually operated dryer is furnished (see "(2)" above); however, this dryer will not keep up with the machine in producing prints. An automatic electric dryer, PAKO, is available; however, this unit requires 220 volts and costs $425.00 (FOB Minneapolis). This equipment is suited for limited volume production if used with an automatic electric dryer. A

Simplex Junior Dryer, motor operated, 110 volt AC, will handle 9″ x 11″ prints at the rate of 150 prints per hour. Cots $185.00.

Records are placed on a flat surface to be copied.

(3) Other models available with both self-contained developing and fixing devices and those requiring darkroom. ----------From $1800 to $9240

11. Remington Rand
315 Fourth Avenue
New York 10, New York

a. EQUIPMENT:

Remington Rand offers three types of photocopy reproduction methods as follows:

(1) The transcopy transfer photocopy method of reproduction—a fast, semi-dry process reproducing a copy in less than one minute. A variety of equipment is available to serve various requirements—two particular types being involved.

The Portagraph Contact Printers may be combined with the Transcopy Developing units; or the Rotoflo Portagraph, a rotary contact printer, combined with the Transcopy developing units; or the Transcopy Duplex equipment, which is a single compact combination uint.

EQUIPMENT AVAILABLE FOR THIS METHOD:

(a) G4 Rotoflo Portagraph (14″ wide, any length) ---------- $ 110.00

(b) G9 Economy Portagraph—9½″ x 15″----- $ 82.50

(c) G10.3 Deluxe Portagraph—9½″ x 15″----- $ 171.50

(d) G11.3 Deluxe Portagraph—20″ x 24″---- $ 225.00

(e) G5 Transcopy unit—9″ throat ---------- $ 185.00

(f) G6 Transcopy—14½″ throat ---------- $ 245.00

(g) G7 Transcopy Duplex—9″ throat -------- $ 410.00

(h) Transcopy Duplex—14½″ throat -------- $ 575.00

Items (b), (c), and (d) are flat bed contact printers which can be used for copying from books or other records.

Items (a), (b), (c), and (d) are Printers and may be used as desired with the Transcopy processors, G5 and G6, items (e) and (f).

Items (a), (g), and (h) are rotary printers and handle records of any length to widths noted.

Items (g and (h) are single units combining both a Rotary Printer and Processor within the same housing.

(2) The G4 Rotoflo Portagraph along with G9 and 10.3 and G11.3 Portagraphs listed above may also be used to expose standard photographic chloride contact papers that require the regular developing, fixing and washing process. A complete line of accessory processing equipment (include trays, tanks, and dryers) is available for this type of process. This process is known as the regular Portagraph process and there is a very wide range of versatility, particularly so due to the 13 different types and grades of paper and film available for this purpose.

(3) Dexigraph—a high speed photocopy camera available in several models for copying flat sheets up to 14″ x 18″ in size or bound records of any thickness up to 12″ x 18″ size. This camera offers point of use convenience, high speed, 100 per cent accuracy, great economy in operation, and is most simple to operate. It is used in conjunction with a darkroom; developing trays, fixing trays, washing facilities and dryers are used. The end result is a readable negative photocopy producing a white image on a black background known as a photocopy; by copying this readable negative positive copies are also obtainable. The Dexigraph offers acceptable economy through its wide range of copying at unity, reduction and enlarging. Great flexibility is offered through the availability of 11 different types of paper and film. Many colleges having offset equipment use Dexigraph to produce their film negatives which are required to make offset plates. Records are placed on a flat surface to be copied.

b. ACCESSORY EQUIPMENT: For processing a. (1) the following accessories are used:

(1) Paper Dispenser—accommodating paper size 8½″ x 11″ to 14″ x 18″ ranging in price from $21.95 to $31.95. Note: Special paper dispensers for special sizes other than the standard size papers are available.

Paper dispensers are only required for the Transcopy negative paper for use with equipment listed above in (a), (g), and (h). Light tight paper drawers are included with all Portagraph equipment listed.

c. PAPER: For use only with Transcopy

(1) Transcopy negative and positive paper—
8½" x 11" for 250 sets ---------- $ 21.25

(2) Transcopy negative and positive paper
8½" x 14" for 250 sets---------- $ 27.04

Note: Many other standard sizes are available and special sizes are furnished upon request. Discounts are allowed for quantity purchases.

Dexigraph and Portagraph Paper: There is such a wide variety of papers in the Portagraph and Dexigraph line, and it is furnished in such a large variety of sizes, it is recommended you contact the local Remington Rand office for prices.

d. DEVELOPER:

Transcopy processing solution—case of six quarts---- $ 6.90
One quart will process from 300 to 350 prints.

Remarks: (Transcopy Equipment only)

Use under fluorescent lighting or in daylight not recommended. Best results are obtained with subdued lighting; however, a Transcopy Shade is available for using equipment in strong lighting conditions when necessity requires.

No darkroom is required, but it is advised that the processing equipment be cleaned about once a week with running water. Records are rolled into the machine to be copied and pass through rollers. Records are protected in the machine from contact with the chemicals.

VII. PUNCHED CARD EQUIPMENT

S. Edgar Wirt
Director, Tabulating Division, Purdue University

A. GENERAL

PURPOSE. It is the purpose of this report to show some of the applications of punched-card accounting machines to the major recording functions of the Registrar in small and medium size colleges. The several functions here considered will illustrate principles and modes of operation that are applicable in other functions. Primarily, these descriptions are for the purpose of visualizing the mechanization of some functions. The amount of mechanization that is possible depends partly on the amount of equipment available, but also on the ingenuity with which equipment is used. The Registrar need not forego all the benefits of punched cards just because some of the equipment may be too costly for his budget. Punched-card equipment that can be rented by the college for $68 to $88 a month can take over some manual operations and greatly facilitiate others. Equipment available for $300 or less a month will take over more manual operations completely, such as grade reports, class lists, posting permanent records, etc. This report will be limited to consideration of what can be done with equipment on such a limited budget.

THE PUNCHED-CARD PRINCIPLE. The punched-card method for handling student records consists of applications of punched-card accounting machines to the functions of "student accounting"—that is, recording, reporting, and analyzing information concerning student participation in college classes. The principle of the automatic punched card is that information represented by holes punched once into cards can be read automatically again and again, and automatically transferred, computed, and recorded. The card is the basis for preparing automatically various documents, such as lists, grade reports, permanent records, statistical tables, and various kinds of communications. In this, student accounting has much in common with other types of accounting: fiscal, payroll, property, personnel, etc. The punched-card accounting machines are general-purpose machines that are used for various types of accounting.

THE DUAL CARD. However, the card itself may be a document

and a means of communication—such as class cards by which the Registrar notifies the instructors as to the students officially enrolled in each class, or by which the instructors notify the Registrar what grade is to be recorded for each student. Such dual-purpose cards have printed (or "interpreted') on them the same information that is punched in them, and also may have space for hand-written information. Needless to say, the dual-purpose card is an important and characteristic feature of punched-card procedures for student records.

MARGINALLY-PUNCHED CARDS. Another device, not to be confused with automatic punched-cards, is a special type of record card with holes around the periphery. Information is coded into the card by converting some of the holes to notches or slots. Another device does not require special pre-punched cards; any existing card records can be punched from a keyboard that automatically codes as it punches—both holes and slots. These holes and slots permit, with manual devices, selecting and sorting of the records, paralleling in a way the function of one of the automatic punched-card machines, the sorter. However, there is no way for transferring names or other information automatically from one card to another or to a report, or for automatic counting, or summarizing of data. Such records, sold under the names Keysort, Quick-sort, Flexisort, and E-Z Sort, have some applications in colleges which may later be reported by this Committee in a supplement, but will not be further considered here.

EVALUATING COSTS. The development and marketing of punched-card equipment would not have been possible without eager customers among banks, businesses, and industries. And such profit-minded companies would not be eager unless the use of such equipment offered actual savings in clerical costs, or else better service for the same cost. How much punched-card machines might save or contribute to the Registrar's work at a particular college can hardly be evaluated by looking only at the present manual operations. However, if the Registrar can take time to plan tentatively how his major functions could be mechanized, then it would be pertinent to raise the question: Can it be done as well, as inexpensively, as promptly by manual methods—not merely our present methods, but possibly improved manual methods?

PUNCHED-CARD SERVICES. While this report will consider punched-card operations primarily in terms of equipment operated by and for the Registrar's Office, comparable services might be arranged in other ways:

1. A joint installation of equipment, serving also some other functions, such as research, the Business Office, the Alumni Office, a fund-raising campaign, etc.

2. A central installation, servicing various offices and departments.

3. A commercial service bureau, performing the operations on contract at hourly rates.

4. Combinations of these, in which the Registrar operates some equipment and refers major operations or overloads to other installations of equipment. Almost inevitably the Registrar's work has periodic peak loads that sometimes make it difficult for his work to be integrated into the schedule of machine loads in some other office. In any case, card designs, paper forms, and basic procedures must be approved by the Registrar, and this requires on his part some insight into the limitations and potentialities of the equipment available.

ADMINISTRATIVE POLICY. The major problems in shifting to mechanical ways of doing clerical work *are administrative*, not technical. It is important to recognize that present methods were evolved in line with the limitations of present equipment—and even more so with the limitations of present (or former) personnel. Even the administrative division of offices and responsibilities may have been dictated in part by the personalities involved. To expect "automatic clerks" to function within these same limitations is to restrict greatly their possible advantages—like expecting a tractor to adopt the harness and reins of the displaced horse!

But the horse, too, has advantages. Many non-repetitive or non-recurring office chores can be done most quickly on a typewriter or adding machine. Even with punched-card equipment available that also can type and add, to set up such chores on the punched-card machines might take many times longer. In summary, punched-card machines can assume the chore work from several clerks on repetitive and recurring operations. Their major advantage is with information that is used again and again, such as student name, course number and title, etc. In many applications they can produce *paper forms* very similar to what were produced manually; but as often as not they can accomplish the same *end results* by means of revised forms and operating steps that are more compatible with efficient machine operation.

MACHINE OPERATORS. Punched-card equipment may seem fearsomely complex and technical. In the face of such a fear, perhaps reassurance will be of little avail. As a matter of fact, however, their apparent complexity is misleading. True, they are complex in having many parts, and they can produce complex results. But such results are accomplished by combinations of great numbers of simple machine elements, each of which can perform only one very simple function. Even such a simple operation as adding 7 is accomplished by adding 1 rapidly seven times; printing the letter A involves two sub-steps; and so on. Adapting a job to the machines requires one very helpful and salutary discipline: analyzing the job into its smallest componet parts. Such an

analysis often shows up some fruitless or inadequate steps that can be revised to great advantage. Many an office procedure has never been studied critically until it came time to convert it to punched-card operations!

The machine operators, of course, are not expected to acquire the technical knowledge and skills that go into designing and servicing these machines. The "know-how" of many people is built into the machines, reduced to elementary operating steps that can be mastered with about the same degree of application, let us say, as would be required to master photographic darkroom technique. And as with photography, much can be done with little true mastery, simply by following basic instructions. In most small installations the equipment is operated by some of the same clerks who formerly did the same work by hand. Anyone who can type can learn to punch cards—with several hours of study to master the operations and a couple of weeks of experience to develop speed. Tests developed recently for the selection of machine operators include two types of tests, both of which are commonly used to select clerks: paper and pencil tests of clerical accuracy, and spacial or figural perception. It is generally agreed that it is much more satisfactory to train experienced college clerks in machine operation than to train an experienced machine operator in insight into college recording problems. Insight into the workings of the machine is valuable and pays off by opening the way for many more applications and services, but it is not critical for routine operations. For such routine, the sales and service personnel of the machine manufacturers will assist in all ways necessary to see that the following preliminaries are accomplished:

1. Planning detailed and specific operating procedures.
2. Planning and wiring the necessary control panels for the machines.
3. Designing cards and paper forms.
4. Instructing the machine operators.
5. Locating experienced or potential operators, if they are desired.
6. Discovering additional benefits and applications of the machines.

In addition the company provides manuals of operation on the machines, consultation on all problems, and special paper forms to facilitate card designs, report designs, control panel wiring designs, and operating instructions.

SOURCES OF EQUIPMENT. The major supplier of punched-card equipment is the International Business Machines Corporation with offices in most cities. This manufacturer, through various branch offices, helps to plan the operations for which equipment is rented, keeps the equipment in good working order and replaces it when necessary, provides

consultation on operating problems and new operations, conducts seminars in specific fields of operation (such as Registrar's work), and in the major cities provides free training for those who are to operate the equipment. Also for many years International Business Machines Corporation itself has contributed twenty per cent of the rental cost of machines for colleges and universities.

Two other suppliers of punched-card equipment are the Remington-Rand Corporation and the Underwood Corporation. None of the punched-card operations are interchangeable between machines of any two of these suppliers, since their cards or machine principles are different. The latter two can duplicate most of the more elementary operations here described, but to do so at present require a greater number of diffrent machines. The applications of their equipment to Registrar's functions may be considered by this Committee later in a supplemental report. The year 1954 is likely to see the introduction of much new equipment, some from still other companies. However, in the remainder of this report only IBM machines will be considered for these reasons:

1. The numerous and wide-spread offices and service centers for IBM equipment.

2. The more wide-spread use of IBM machines in colleges, where one college can help another by exchange of information.

3. The greater flexibility of IBM machines for quick changes in plans of operation or reports, or for experiment and expansion of services.

4. The recent development of new combination IBM machines that are applicable in college work at new low cost.

5. The real concern and contribution of IBM to higher education in all forms.

B. TYPES OF EQUIPMENT

There would be little to gain from examining all the different types of punched-card machines. Sufficient to say that there are many types and variations which are used in different combinations with varying capacity, speed, flexibility, and cost. In general, different machines perform different operations, and cards are moved from one machine to another for successive operations. However, certain combination machines have made possible their adaptation to student records on a very limited budget. It is our aim to examine some of the functions that can be mechanized, and their modes of operation, on machines available with that limited budget. Two different arrays of equipment will be considered, one involving two and the other three machines.

GROUP A.

1. KEYPUNCH: a machine for punching a card, for translating numbers and letters into the language of holes in a card. The punch is key-operated like a typewriter and punches one character at a time into one card from left to right. Letters and numbers are on the same keyboard and a shift key changes it instantly from letters to numbers or vice-versa. There are several types of keypunch. For the operations here described the No. 026 Printing Punch alone is to be recommended. In addition to punching either letters or numbers into the card, it *prints* on the card the same letters or numbers so that the information can be read verbally as well as mechanically. This makes possible visual *verification* of what has been punched. Also the keypunch will *duplicate* information automatically from one card to another, in whole or in part. The printing may be suppressed automatically in designated portions of the card.

Each card of a group may require some keypunching and some duplicating in predetermined areas of the card, and skipping from one area to another. The operator plans the *program* for each card by punching certain signals into a blank card. The keypunch then follows these signals for each card, automatically skipping or duplicating, positioning the card for keypunching, printing or not, and shifting the keyboard betwen numbers and letters. This *program card* can be preserved and used again on other occasions when the same program is required.

An additional device on this machine recognizes a *master card*, so that information stored in one card (the master card) can be copied into card after card automatically without attention from the operator. This operation is called *gang punching*.

The cost of this No. 026 Printing Punch, with the Interspersed Gang Device is $60 per month (less 20 per cent contributed by IBM, or $48 net).

2. SORTER: a machine for separating cards according to the different numbers or letters punched in specific columns of the cards. Each group of cards so separated, representing some homogeneous group, can then be processed separately. Or collecting the card groups after they have been separated puts them into some predetermined sequence. This is the basis for alphabetizing cards or sequencing on successive numbers. For most purposes the No. 080 Sorter is recommended. An additional device, available for $17.50 single installation charge, counts all cards as they are sorted. Sub-groups that have been sorted can then be counted separately to obtain figures for a statistical table, such as an enrollment report.

This No. 080 Sorter, with card counting device, costs $25 per month rental ($20 net) for a speed that sorts or counts cards at 250 per minute.

The same machine speeded up to 450 per minute costs $40 per month ($32 net).

A variation of this sorter, the No. 075, not only counts or sorts cards, but will count separately all the different categories of holes in any one column of a group of cards. In this way, for instance, without sorting the cards, all men and all women could be counted separately, or all freshmen, sophomores, juniors, and seniors. This facilitates the preparation of reports involving many categories, and statistical studies.

This No. 075 Sorter costs $35 per month ($28 net) for a speed of 250 cards per minute. The same machine speeded up to 400 per minute costs $50 per month ($40 net).

These two machines, the Printing Punch and the Sorter, with suitable cards, will do most of the operations, except computing and actual recording, that are possible in much larger installations. They will not do them as fast, or with as little manual work, and not necessarily in the same way, but the end results are essentially the same—and at a net rental cost of $68 to $88 per month. This cost is no more than the cost of a half-time clerk-typist. And a half-time clerk-typist probably could operate the equipment adequately.

GROUP B.

1. No. 026 PRINTING PUNCH, as in Group A.

2. No. 080 SORTER, as in A. (The No. 075 Sorter need not be considered here because item counting can be done easily on the third machine.

3. No. 402 ACCOUNTING MACHINE (colloquially, a tabulator). This accounting machine can read alphabetic or numeric information from the cards and print it on almost any sort of paper at the rate of 80 lines per minute, one line from each card. Also, while printing or without printing, it can read several different numbers or amounts from each of a group of cards, add them and print the totals. Likewise it can count groups of cards, or count different categories of information, and print simultaneously the totals of several such counts. When different categories of cards are arranged in sequence, the machine automatically observes the end of each sub-group and follows any instructions specified at that point. The automatic paper-feeding device positions paper forms for printing, and automatically spaces and skips to print different information at predetermined positions on each form. In summary, this machine will prepare statistical reports, class lists, grade reports, permanent records, addresses for mailing, etc.

The accounting machine is more complex than the other two machines, chiefly because it is entirely flexible and will do nothing unless specific instructions are given to it. On the other machines

there are relatively simple devices for changing the operations of the machines, devices which can be explained adequately by oral instruction. But the accounting machine has a plugboard (officially a control panel) on which all the instructions must be wired. Standard operations can be incorporated in permanent plugboards which are easily interchangeable and which can be set up by outside experts. Special operations require mastery of a manual of instructions, which requires and repays intensive study. The cost of this equipment is about equal to the cost of a competent senior file clerk. And such a clerk almost certainly could operate the equipment after the brief schooling provided by IBM.

4. SUMMARY PUNCHING. If the sum of any figures accumulated or summarized for a group of cards (such as grade cards for one student) is to be preserved for later use, this sum and the identification of the group of cards can be punched into a new card during the printing operation. This summary punching is accomplished by another machine attached to the accounting machine. For our purposes, a variation of the Printing Punch will also do this job: the No. 526 Printing Summary Punch attached to the accounting machine, where it can be used either as a keypunch or as an automatic summary punch. The 526 Summary Punch has a simple plugboard for the summary punching operation. The 026 Printing Punch cannot be converted to a 526 Printing Summary Punch.

COST. The cost of Group B equipment varies with several factors:

080 Sorter speed	$ 25 per mo.	or	$ 40 per mo.
026 Printing Punch	$ 60 per mo.		
or 526 with Summary Punching			$100 per mo.
402 Accounting Machine	$205 per mo.	to	$300 per mo. (or more)
Total	$290 per mo.	to	$440 per mo.
Less IBM 20 per cent educational contribution, net:	$232 per mo.	to	$352 per mo.

The rental on the accounting machine depends on its speed, and its capacity with respect to:

Number of alphabetic-numeric printing positions

Number of additional numeric printing positions

Number of counter positions

Type of counters (add, substract, convert minus numbers)

Number of comparing positions, selectors, and various extra devices

The minimum accounting machine is quite limited in capacity, but it has all the principle functions. Choosing the right machine presumes a definite plan for what it must do. If, for instance, student name and other alphabetic information cannot be confined to a maximum of 25 letter spaces on each line of a report, then the minimum machine will be inadequate because it has only 25 alphabetic printing positions. If amounts to be accumulated or stored will exceed 32 digits, then the minimum 32 counter positions will be inadequate. If numbers are to be subtracted as well as added, then the basic adding counters will not suffice. It is impossible to make any general recommendations. Most likely each college will want to add some capacity or features beyond the minimum.

EXPANSION OF ACCOUNTING MACHINE. Additional capacity and extra features can be installed on the machine after it has been put into use. Additional capacity and most extra features cost more rental. Some features are optional at no extra cost (such as special sizes of type) if they are specified in advance. Some features are available for an extra installation fee, without further rental cost. Once the essential specifications have been established, it is well worthwhile to insist on a *consideration of each possible additional feature.* What will it do? How can it help us? What will it cost? Is it worth it? How could we achieve comparable results without it? If there is another accounting machine on the campus available for overloads or emergencies, there would be some advantage in having both of them sufficiently alike so that most work could be interchanged between them.

CONTROL PANELS. Two of the interchangeable control panels are supplied with the accounting machine. Usually a separate control panel is set up permanently for each routine job. A typical installation requires more than two panels. Additional panels for permanent set-up cost $78 each upon delivery, no rental cost. All necessary wires are supplied without cost.

Beyond the limits of the equipment here described, there are still other elaborate, varied, or specialized machines, including other machines for punching cards. However, expansion beyond the capacity of Printing Punches (or the Printing Summary Punch) introduces major changes in the equipment, cost, cards, and modes of operation.

C. INSTALLATION COSTS

SPACE REQUIREMENTS. Minimum space desirable for punch and sorter, with accessory equipment, access space, and work area, is about 200 square feet. However, operations could be and have been done in somewhat less space. For the accounting machine another 50 square feet is necessary, and somewhat more is desirable. Electric current 110-120 volts in suitable outlets as specified by your plant electrician.

AC or DC current must be specified when ordering machines. Good, uniform light is important; possibly an auxiliary light for the keypunch.

TRANSPORTATION. Equipment rental is billed monthly in advance, net 30 days, plus applicable state or federal taxes. The first bill will include also transportation charges from the factory. After the first year, any piece of equipment may be discontinued on 90 days notice, but the college must pay transportation again on it.

CARDS. A few independent producers can meet the specifications for punched cards, but nearly all the cards in use are produced by the manufacturers of punched-card machines. Cards are printed in any design as specified by the customer, and also in a variety of standard or stock designs. A card design sketched by the customer is laid out precisely at the factory, and a permanent electroplate is made from which the cards will be printed as they are ordered and re-ordered. The electroplate for each card design costs $35. Any revision of a design is likely to require a new electroplate. Customer cards or stock cards cost about $1.25 per thousand plus transportation. Cards of solid colors or with colored stripes cost only pennies more per thousand. (Local printers could not cut and print similar cards, or almost any kind of card, as cheap as this.) There are some surcharges on orders of less than 30,000 cards of a kind. For some uses, blank cards can be mimeographed, multilithed, or dittoed with college duplicating facilities. Cards are not only used internally in punched-card accounting; they comprise also one of the major products or output.

CARD DESIGN. Area at the top (or bottom) of a card is usually reserved to identify the different columns of information to be printed (or punched) in the card. Otherwise the card area can be designed in any way—instructions, card title, places for written information, signatures, stamps, etc. The identification of a particular kind of card may be made in several ways besides a printed title. A characteristic color or stripe may help to select the right kind of blank card and help to detect the intrusion of wrong cards in a file. If different kinds of cards are to be associated in some operation and later separated, each kind of card must be pre-punched with some identifying number or letter in a column that is reserved in all cards for such identification. Pre-punching can be ordered on cards from the factory, but idle time on the keypunch can be put to use pre-punching cards, or the required punch can be incorporated in the regular card punching operation. If one corner of all cards is cut off, it is easy to see if all the cards in a file are right-side-up and facing the same way. Any corner cut can be specified in the card design.

MASTER CARDS. Cards in which information is stored for transfer to other cards are commonly called "master cards". For instance, course identification in one card is to be transferred to a number of individual class cards, or student name is to be transferred into all his

class cards. Master cards that are to be used much, or for several years, can be printed on a stiffer, more durable, and more expensive card stock. The master card must always be in front of the other cards into which the information is to be transferred. A whole file of such little packs of cards would thus have the master cards *interspersed* among them. The Printing Punch with Interspersed Gang Punch Device will automatically transfer or gang punch selected information from a master card into all the following cards, until another master card comes up to set a new pattern of information that goes into the cards following it. The punch recognizes the master card only by a *different corner cut.* All master cards have upper right corner cut and all other cards have upper left corner cut (or vice-versa) The order for the punch device must specify which corner cut will be characteristic of the master cards and not of the individual detail cards. Possibly two such devices could be installed on one punch, one sensing upper right and one sensing upper left corner cuts. In this way cards that are punched from master cards can themselves in turn be master cards.

PAPER. The other major supply and output is paper on which reports are printed. The accounting machine will print its information on cut paper sheets, envelopes, ledger sheets, stencils, carbon padded sets, or continuous paper forms. The greatest speed and economy of labor are achieved with continuous paper forms. Several major companies and many small ones specialize in continuous paper forms, including those with *control-punched margins* which are used on the accounting machine. Obviously all paper forms must be designed and printed with reference to the available positions for printing letters and numbers on the accounting machine. Layout forms are available for planning report forms. The major suppliers of paper are: Moore Business Forms Company; Standard Register Company; UARCO Business Forms, Inc. Note: the letter spacing on the No. 402 Accounting Machine is rather wide—5/32 inches per letter, or 6-2/5 letter spaces per horizontal inch, as compared with 10 per inch on pica typewriter, or 12 per inch elite type.

CAUTION: Printing new information on permanent student records requires care and safeguards against spoilage of records. The No. 402 accounting machine, without some minor changes in the paper feeding mechanism, is likely to damage or smudge records on stiff paper. The necessary changes call for ingenuity and work on the part of the local IBM engineers. If the accounting machine is to be used for posting information to the permanent records, possibly its installation should not be accepted until it can demonstrate satisfactory performance on the actual record form. An alternate method, transfer posting, will be mentioned later. It requires special paper and another machine that rents for $25 a month ($20 net).

D. AUXILIARY EQUIPMENT

Besides the punched-card machines, some other equipment is desirable to facilitiate the operations—at least a work table, trays for storing and handling cards, shelves for storing card and paper supplies, etc. An initial investment of several hundred dollars is to be expected (including cost of eletcroplates for cards and probably some installation charges for control panels and extras).

SOURCES. Several companies specialize in accessory equipment for punched-card installations.

Wright and Company, 100 Exchange Street, Worcester 8, Massachusetts. (Most complete line of all kinds of aids).

Tab Products Company, 22 Battery Street, San Francisco 11, Calif.

Diebold, Inc., Canton, Ohio
(Inexpensive metal card storage called SAFE-T-STAK)

Monarch Metal Products, Inc., 724 South Columbus Avenue, Mt. Vernon, New York.

Systems Sales Company, Endicott, New York

Other office supply companies offer card storage cabinets.

CARD TRAYS AND STORAGE. Inactive cards that are to be preserved can be stored in the cartons in which they were originally shipped, providing the boxes are arranged so that *the cards are flat.* Active cards, of various files, need to be stored where they are handy and easy of access. Various types of trays hold card files horizontally or vertically and fit into cabinets or carts for storage. Racks over the sorter are most useful.

PLUGBOARD CABINETS. Interchangeable plugboards for the No. 402 accounting machines and the No. 526 printing summary punch can be stored on convenient shelves, or in racks sold for that purpose. Different lengths of wire used on the plugboards can be stored in convenient boxes, trays, drawers, or in racks sold for that purpose.

PAPER-HANDLING EQUIPMENT. The major companies supplying continuous paper forms also sell various equipment for handling paper:

Paper service racks for the accounting machine
Decollators to separate carbon copies
Bursters to separate the continuous forms
etc.

For small installations, hand operations are probably as satisfactory as expensive equipment that stands idle most of the time.

SUPPLIES. Normal office supplies will be required. Also a supply of ink-ribbons for the Printing Punch and the Accounting Machine. Several sources provide devices to re-ink ribbons continuously on the accounting machine. File guides, card weights, and many other useful but inexpensive items are available from the companies mentioned above.

E. FUNCTIONAL OPERATIONS

This section is not a manual of opeartions. Its purpose is to assist in visuailzing what actually might take place in a mechanized or semi-mechanized office. Naturally, the mechanization pertains only to routine chore work.

In the following descriptions of certain jobs that can be turned over to the machines, the procedures will be given first for Group A machines, then the variations that can be used with Group B machines. The functions here selected for illustration are:

1. Punching Master Cards
2. Statistical reports of students enrolled
3. Class cards and registrations
4. Grade reports
5. Permanent records
6. Addresses for mailing

Some of the additional reports that can be made with the accounting machine are:

Teaching load analyses

Space use analyses

Student directory

Class size analyses

Student probations

Dean's lists

Candidate lists

and many others

1. PUNCHING MASTER CARDS. Inaugurating punched-card operations requires that the selected pertinent information on all students enrolled must be punched into a set of cards. Ordinarily this can be done in advance, using keypunch and sorter, before actual operations begin and even before an accounting machine is installed. Subsequent additions of new students can be punched as the students are admitted.

For Group A equipment, probably only one Master Card need be prepared for each student, including his name and other information that will be needed in subsequent operations. Additional sets of Master Cards will be necessary to utilize the facilities of Group B equipment:

Student campus address

Student home address (2 cards)

Parent name (for mailing)

Student name (for use with address cards)
etc.

Other master card files might include one card for each:

Course in the catalog

Class scheduled in any term

Classroom or laboratory

Faculty name

Department or curriculum

County or State
etc.

CODING THE INFORMATION. Except for student name, most of the information about a student must be abbreviated in order to conserve card columns and machine facilities. For instance, the sex of students can be identified by a single character: M-W, or M-F, or 1-2, or 1-0. The fact that a student's home is in Illinois can be identified by two characters: the standard code number is 12. Freshmen, Sophomores, Juniors, Seniors can most easily be distinguished by the numbers 1, 2, 3, 4. Different curricula or major fields can be identified by letters or numbers.

Such standard abbreviations are called *codes*; the same information must always be coded or abbreviated in the same way. After cards are punched, they can be sorted to test whether there is punched in any column any character which is not a significant code for that field of information. Obviously, the scope of information, its location in the punched card, and its standard abbreviations or codes must be planned in advance. (A pamphlet on different methods of coding is available from IBM, but complex codes are not likely to be needed.)

COLLECTING THE INFORMATION. Often the information to be brought together for one student must come from several different source records. Also it is impractical to expect a keypunch operator to memorize all the codes and to translate information into the correct codes as she punches. For these reasons it is well to set up an intermediate

step, a paper or card on which all the information is brought together in code ready for punching. (Such a card file, after the information has been punched and verified, itself can become a very handy reference file in some office, since it concentrates so much information in a small space.) *Changes* in the information already punched can be directed by marking the change on the punched card or on this intermediate "coding card". Punching will be facilitated if the information is arranged on the coding card in the sequence in which it is to be punched.

Meanwhile, the same information for new students admitted can be accumulated from their applications. The same preliminary coding operation facilities punching and provides the concentrated reference file with additions to keep it up to date.

Experienced keypunch operators can produce up to 100 cards an hour, punching the entire card, if the source information is well organized.

MASTER NUMBER. From the different Master Cards, selected information will be brought together into other cards; e.g., student name and course description into individual class cards. Or different master cards may be associated; e.g., student name, home address, and parent name for grade reports. The association of cards for one student requires some common code to identify the student. The simplest way to identify students for the machines is to number them, and to punch or transfer the student number into each card associated with that student. Such a code number eliminates the need of punching student name in some of the cards—the number alone identifies the student, and the rest of the card space can be used for other information. The identifying student number *must be in the same card columns in all cards.* (Likewise, faculty identification, or course identification, must always be in the same card columns.)

ASSIGNING ALPHABETIC NUMBERS. If the student number not only identifies a student but also identifies his place in an alphabetic file or directory, then a file can be alphabetized rapidly on the sorter simply by sorting cards into sequence by number. Even on the slowest sorter, by this method a file of 2000 cards can be alphabetized completely in about 45 minutes. This feature saves an enormous amount of time and well repays the work involved in setting up and maintaining this alphabetic code number. A five-digit number scheme will serve to alphabetize several thousand students with ample number intervals between students to permit interpolation of new names for many years.

This alphabetic Student Number is not a sacred or inflexible or permanent identification number for a student; it is merely a convenient device for facilitating punched-card operations. Any student number can be changed, *providing it is changed in all current cards for that student.* As students drop out of the college, their numbers are available for assignment to new students.

Perhaps the simplest way to make the initial number assignments is to arrange the original names alphabetically, in directory sequence, and to number them serially by tens, or twenties, or fifties, or twenty-threes, or thirty-sevens, or whatever interval will result in using practically all of the number range up to about 99,990. Even the first number should have five digits, such as 00027. With the No. 402 and No. 526 summary punch this numbering can be done automatically.

List the names and numbers in a notebook with plenty of space between names. As new names are interpolated, write the name into its proper place and assign a number mid-way between the adjacent numbers. Each term, or once a year, cross out all inactive names and numbers, or make a new book leaving out inactive names and numbers, ready for more interpolations. This book, of course, can be listed automatically by the No. 402 accounting machine from current master cards.

Note: Consult any current directory to see the modern standard method for alphabetizing compound surnames such as: De Winter, McFarlane, O'Shean, St. Vincent, Van der Burg, etc.

2. REPORT ON STUDENTS ENROLLED (OR ADMITTED)

Curriculum or Major	Tot	Minor							Sex		Class			
		1	2	3	4	5	6	7	Men	Women	Fr	So	Jr	Sr
A														
B														
C														
D														
E														
F														
G														
H														
TOT														

WITH SORTER. In the above table each cell calls for a count of students in a certain combination of categories. The table can be complex to any degree, and the categories and sub-categories can be arranged in any manner. Since there is one card for each student, with all the required information punched in it, the number in each cell is simply the number of cards, or the number of punched holes in specific locations in the cards. On the 080 Sorter, to fill in this table, sort all cards into separate groups according to Major field of study. Sub-divide one Major group according to Minor field. With the card-count device, count the cards in each sub-group, and enter the number in the proper cell of the table under "Minor". Collect the cards of this Major group and sort them on sex; count each sub-group and enter the count under "sex". Again collect the cards for this Major group and sort on "class"; count each sub-group and enter the counts under "class". Repeat for each Major group.

On the 075 Sorter these operations are simpler. Sort the cards into

basic groups on *Minor field.* With one group at a time, without further sorting, count all the different punches in the Major column and enter all the figures and the total count into the proper column. Then sort on sex, and repeat the process for each sex group. Then sort on class, and repeat the process for each class group. In this operation the counting is done on the punched holes in the Major column so that the different counters always relate to the same rows of any column of the table.

WITH ACCOUNTING MACHINE. On the 402 accounting machine it is possible to produce in one operation the figures to fill in two or more large parts of the table. On a machine with sufficient capacity and devices, all these figures could be printed together just as they are required in the table as shown above. On a machine with the most limited capacity, the figures for parts of the table might appear like this from one operation:

Major	Minor	Total	Men	Women
A	1	____		
	2	____		
	3	____		
	4	____		
	5	____		
	6	____		
	7	____		
	Total	____	____	____
B	1	____		
	2	____		
	3	____		
	4	____		
	5	____		
	6	____		
	7	____		
	Total	____	____	____
C	1	____		
	etc.			

3. CLASS CARDS AND REGISTRATION

THE CLASS CARD. The key to mechanization of registration, grade reports, and permanent records is a "class card"—a separate card for each student in each class. A portion of the card is designated for student name, number, and other student identification (such as class, school, sex). Another portion is designated for course number, department, and other course identification (such as section, room, instructor, credit, or course title). Still other minor portions are designated for course grade, identification of the current term, identification of the card file, etc.

COURSE IDENTIFICATION. Usually all, or nearly all, course identification is punched into the class cards in advance of registration. A master card is keypunched for each class (course and division), including all necessary data. Once a master class card is created, the information need never be keypunched again unless the information is to be changed. The next step is to make up student class cards in whatever quantities are needed for the various classes. (Some extra cards made in advance but not used may be cheaper than setting up the operation a second time to provide additional cards.) (1) Count out by hand or on the sorter as many cards as are desired behind each master card. (2) Gang punch on the printing punch, with automatic duplication and automatic skip over unsued portions of the card. (3) Store cards in trays with guide cards, ready to be "pulled" when a student's schedule calls for a particular class. Production rate for class cards, involving punching in half the card, would be about 1000 per hour. All or part of the information punched is also printed on the card.

STUDENT IDENTIFICATION. When a student registers, he fills out various forms (programs, addresses, etc.) all or most of which can be on blank tabulating cards. Each different type of card is pre-punched with a number identifying that card file. (1) Pull from the class card file the necessary class cards for his program. (2) At some point in the operation pull his student Master Card from its file and associate it with his other cards. (3) Collect these card packs, with Master Card in front of each pack. (4) Gang punch on the printing punch, transferring the student name, etc., to each of the other cards in his pack. Production rate about 1000 cards per hour.

DISTRIBUTING CARDS. (1) Alphabetize by sorting on student number. (2) Separate the different kinds of cards by sorting on card number. All files are now alphabetic. (3) Put Master class cards in front of class cards and sort by class identification (course number, section, department). This puts together all cards for a single class, alphabetic within each class, with the class master card in front marking the beginning of the group. (4) Distribute cards for each class to the instructor or department head, retaining the Master cards.

ADDITIONAL REGISTRATIONS. Class cards from later registrations can be processed in the same way and distributed periodically. Class cards also may be recalled if a student cancels a course or withdraws from the college. Otherwise class cards may remain in the hands of the instructor or the department until the end of the term. Or they may all be recalled after the instructors have made up their class books.

CLASS ROSTERS. With the 402 Accounting Machine, class lists can be prepared automatically from the class cards. Production rate on continuous paper, 4500 lines per hour. These lists can be distributed instead of the cards, holding the cards in a central file for the purpose of

making revised or periodic class lists. Various combinations could be worked out for distributing cards and lists at different times. Also the 402 could prepare a master list, for Registrar or Deans, of all students and the courses they are taking. The Accounting Machine will automatically space the paper from near the bottom of one sheet to the top of the next sheet, will start a new sheet for each class, indicate the course at the top of each sheet, and count the students in each class.

ALTERNATE METHODS. While this is probably the more common procedure, for class cards to flow from the Registrar to the instructors, there may be good reason for reversing this flow. For instance, the basic class cards could be deposited originally with each instructor. As students appear in his class and satisfy him that they are qualified to be there, he then hands each one a class card. Each student, once he has obtained a class card for each of his classes, turns in his class cards to the Registrar where the cards are processed for subsequent use. This plan might be very desirable in colleges where fee payments are not required immediately, or where instructors must give approval before a student is accepted in a class.

Another variation of this plan is more common, where the entire staff sits in a large arena to negotiate course enrollments with the students. Each department has its basic class cards. As a student enrolls in a course he picks up a class card (and his name may be entered on a roster). The student turns in his cards which are then processed, and cards and/or lists go to the instructors.

A different procedure would be to supply to each student initially some potential class cards with only his name and identification in them. He presents one of these to each of his instructors. The instructor collects and identifies the cards for each class and turns them over to the Registrar, who gang punches in the course information. The cards are now ready for their next phase of use.

All these variant procedures illustrate the common invariable principle: each card is first identified with a course, and then associated with a particular student, or vice-versa. At one time the cards are arranged and gang punched behind class master cards, at another time behind student master cards. This association of two basic facts in one card represents the enrollment of a student in a class. At some point in the registration procedure the decision is made for a particular student in a specified class. Maybe the Registrar is the first to know, maybe the last. The questions to trace are: Where and when is each decision made? Who knows it first? Who must confirm it? Who must be notified of it? How can this information best be circulated mechanically? With punched cards the whole chain of notification begins when one card changes hands, on its way from identification by course to identification by student, or vice-versa. Mechanical sorting then groups these facts by

course for class rosters or class grades, or by student for student programs, grade reports, or permanent records.

IN SUMMARY. A separate card for each student in each course is the flexible basis for mechanized registration. These cards can be arranged by class, by student, by department, or in any other pattern, and in that pattern the cards can be counted, listed, and variously summarized. The same card becomes also the unit for grade reports and for posting the permanent records. Basically the card has two major parts:

a. Course information, automatically punched from course Master cards, usually in advance.

b. Student information, automatically punched from student Master cards at the time of registration.

4. REPORTING STUDENT GRADES

THE GRADE CARD. The class card in the hands of the instructor becomes the grade card at the end of the term. The instructor marks the term grade on each card for all students in his class. Whether he has also class lists, whether he also marks the grade on the list, and whether he has held the class cards all during the term or received them just before the end of the term, in any case the grade on the card is the key to a flexible mechanized system of reporting and recording grades. The principle advantage is that the cards can rapidly be alphabetized, bringing together all the grades for one student. This facilitates recording even when the recording is done manually on grade report or permanent record. If instructors also record grades on class lists, it is for the purpose of consolidating records to be filed and does not contribute to mechanization of the reporting process.

FACILITATING MANUAL GRADE REPORTS. If the class cards are not distributed immediately, they can aid in preparing grade reports in advance. After the deadline for late registration and change of courses, sort all class cards into a pre-determined sequence by course number and department; this establishes a standard sequence in which courses will appear on each student's report. Then put student master cards in front, and sequence sort on student number; this alphabetizes the records with a student master card marking each group. Copy the student name (and other desired information) on a blank grade report, and copy all the course information that is necessary on the report—except, of course, the grade.

When the class cards are returned graded after the close of the semester, repeat the sorting operations. This puts the cards into exactly the same sequence in which the courses were originally copied. Copy the grades onto the reports. If any grade is missing, it is known immediately and the necessary tracing and follow-up can be launched, while the rest of the reports are being completed.

During all these operations, both before and after grades are recorded, the grade reports are never out of alphabetic sequence. If it is desirable to process the grade reports in some other sequence or grouping, the cards can be set up that way both times for copying onto the report. It might be desirable, for instance, to process separately the grade reports for students receiving degees.

PUNCHING THE GRADE. For mechanical preparation of grade reports and permanent records on the accounting machine, the grade mark must be punched into the card. (a) Prepare in advance a master card for each possible grade. If grade points are also to be accumulated, prepare a master card for each possible combination of grade and grade points. (b) Toss the grade cards manually into boxes or bins or stalls according to grade. Inspect 100 per cent. (c) Put the proper master card (or cards) in front of the grade cards. If there are various combinations of grade and credit, sort by credit. (d) Gang punch on the Printing Punch, transferring grade (and grade points) from the Master card to each of the following grade cards. When the grades have been punched into the cards, all recording of the courses and grades can be done automatically.

IDENTIFICATION ON GRADE REPORTS. In addition to listing all courses and grades, the grade report must identify the student, and maybe also his class, curriculum, address, the date, etc. The date, which is the same on all reports, can be produced by the accounting machine without being punched in any cards. Student addresses must be punched in additional cards, which are identified by the student number. Usually on a grade report the student name, address, and course descriptions appear vertically in line. To achieve this easily, those items should be in corresponding areas on the different cards. Therefore a different student name card is required from the one used to gang punch the class cards—one that has the student name in the same area as course description in the class cards. It is possible to print in vertical alinement information that is not so lined up in the cards; but for this and other complexities of grade reports, the more expensive accounting machine is necessary. Note: Student name in class cards is usually punched last name first. In the name card for identifying the grade report, it may be punched last name last. However, some universities use last name first even for mailing.

DESIGN OF GRADE REPORT. The Grade Report forms could be single sheets, fed one at a time into the accounting machine, or carbon padded forms. But for faster and more precise printing the design should be printed on a continuous form with as many carbons as needed. The arrangement of this form is rigidly limited to the fixed printing positions of the accounitng machine, and must be planned with care and ingenuity. For instance, the student name and address can be located on the sheet so as to appear in the window of an envelope—without any further

operations for addressing the envelope. Vertical spacing can also be arranged so as to lose no printing time while the form is being advanced in the machine. Whether the Grade Reports are printed on the campus on in a Service Bureau, the design and procurement of the form is the responsibility of the Registrar. Grade Reports involving 10 printing lines can be produced at the rate of 450 per hour.

PUNCHING ACCUMULATED INFORMATION. Total credits attempted, credits passed, grade points, and possibly other information accumulated from all the class cards of one student might be included in a grade report. Any such accumulated information can be punched automatically at the same time into another card—likewise identified by student number. The purpose of such "summary punching" may be:

a. To report later on student total achievement without further recourse to the many class cards.

b. To provide the necessary figures for computing an average grade for each student. Such computation will not be described in this report. It can be done on the 402 accounting machine with some extras, but as a rule is more easily turned over to a service bureau or other installation.

c. To bring forward previously accumulated information, in addition to what is provided by the current class cards, on the grade report.

5. POSTING PERMANENT RECORDS. Presumably the information which is to be added to the permanent records at the close of a term is essentially the same as what goes on the grade reports—course identification, credit, grade, etc. This does not include, of course, the information that was entered on the record originally, when it was first put into the file. There is not much possibility of mechanizing the chore of setting up original permanent records in most colleges, because of the design of the records and the amount of information that goes on them that is never transcribed again. It is primarily in posting to the record the necessary additions each term that mechanization is feasible.

MANUAL POSTING. With Group A equipment, or if for any other reason the permanent records are to be posted manually or by typewriter, the same facilitation is possible as with manual grade reports. In fact, while the class cards are arranged for preliminary copying of course information onto the grade report, the same information can be copied onto the permanent record, lacking only the grade. When the class cards are later arranged for copying the grades onto the grade report, at the same time the same grades could be added to the permanent records.

A combination is possible of manual and mechanical posting. Before the close of the term, the class cards could be used to print the course

information on the permanent records by means of the 402 accounting machine. After the close of the term, to expedite permanent records as fast as possible, the final grades could be entered by hand.

MECHANICAL POSTING. The wide spacing of the type on the 402 accounting machine may be a major problem in posting course titles into a limited horizontal space. The same limitation may affect the grade reports. At best, the course titles would probably have to be abbreviated. Even if the columns on the grade report and on the permanent record are not similar, it still might be possible to print the information on each form, in the required sequence, from the same cards on the same machine—a different plugboard would rearrange the information to be printed. Ideally, the columns on the grade report should match the columns on the permanent record. Perhaps most Registrars would be more willing to change the grade report than the permanent record form.

To post directly on the accounting machine, the following steps are necessary:

a. List the student names and numbers in the order in which class cards are sorted.

b. Arrange permanent records in this exact sequence.

c. Check each record in turn with the master list, and insert it into the machine as far as the first available printing line.

d. Print the required information, and student number for double-check back to the master list.

e. The machine can automatically eject the record and stop until the next record is positioned.

Production rate: something over 100 student records an hour; maximum about 150 per hour or 1000 per day.

TRANSFER POSTING. An alternate method of posting the permanent records, preferred by some universities, is *transfer posting*. The accounting machine prints student name and all the lines to be posted on a continuous form, printing by means of reversed ditto carbon or ditto ribbon. A special form of spirit duplicator, a transfer posting machine, duplicates a line at a time onto the permanent record. At least two good impressions can be obtained from each line, which suggests the possibility of posting duplicate records, or one grade report and one permanent record, for each student from the same master sheet. Each line is visible just before it is posted. Student name can be skipped after it has served to identify the appropriate record. This method is most useful when the accounitng machine is too busy to be used for posting the records directly or when a Service Bureau produces the tape for the Registrar to use in posting the records.

Mechanical posting of permanent records is generally possible; it is being done in many universities. Problems are individual: trying to match the information punched in the cards, the spacing on the record, and the spacing limitations of the machine. Little more can be said of a general nature. Each situation is its own problem. One common problem is additions and corrections to the posted record. A typewriter that prints just like the accounting machine is very useful for this job. One such is the IBM Facsimile Typewriter.

6. MAIL ADDRESSES. In most institutions the amount of outgoing mail seems to be increasing. At various times the college may want to reach by mail:

All students at their campus addresses

All students at their home addresses

Parents of students

Alumni

Selective Service Boards

High Schools

New students admitted
etc.

Mailing is easily facilitated by the use of punched cards on the 402 accounting machine—not for occasional single letters but for bulk repetitive mailing. It takes longer to punch one name and address into cards than to type it on an envelope. But once punched in cards, it can be used over and over, printing a line at a time in less than one second per line.

MASTER CARD FILES. A file of cards for use in directing mail consists usually of three or more cards for each addressee. These cards are:

a. Name
b. Title or institution
c. Street address
d. City, zone, state

This information is punched in corresponding areas of the successive cards. The cards are numbered successively to identify the different lines of the address. And all the cards for one addressee must have a common identification number, like the student number in student cards.

FORMS OF PRINTING. Punched card addresses can be printed in several forms:

a. Directly on single letters or envelopes, fed by hand one at a time into the accounting machine. Slow but precise.

b. On envelopes in continuous form, to be separated after they are printed. Fast but expensive, and envelopes tend to be bulky.

c. On documents in continuous form which, when folded, present the address in the window of an envelope. Fast and cheap, not counting the cost of the document.

d. On continuous blank paper, perforated so as to tear into individual strips which fit the addresses into window envelopes. Other enclosures go behind the insert. Requires extra envelope stuffing operation, but also fast and cheap.

e. On continuous gummed tape which can be cut apart and affixed to envelopes in the form of labels. Not too easy to handle, but cheap and convenient.

F. SUMMARY

Probably many small and medium size colleges can speed up clerical work, and possibly reduce clerical costs, by mechanizing their major recurring forms of paper work. As often as not, the benefits appear more in the extended utilization of equipment and expanded services, especially when the equipment includes an accounting machine. The major problems are administrative.

The principle of punched-card machines is that information once punched can be used again and again. Some new combination machines make possible such mechanization for $68 to $300 a month. This equipment can be operated by the same caliber of clerks that it displaces.

Functions here described illustrate modes of operation that can be applied in other functions. Possibly users of punched-card equipment can be encouraged to describe still other operations in terms of equipment available on a very limited budget.

Professional Training

Recommended for the

Registrar and Admissions Officer



A service for the Committee on
Evaluation and Standards *of the*
American Association of Collegiate
Registrars and Admissions Officers, 1954

A project of the Subcommittee on Recruitment, Preparation, and In-Service Training *to the* Committee on Evaluation and Standards *of the* American Association of Collegiate Registrars and Admissions Officers

Professional Training

recommended for the Registrar and Admissions Officer *together with a* Recommended In-Service Training Program

Edited by ELLEN L. DEERING
Registrar, College of the Pacific, Stockton, California, and Chairman of Subcommittee

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Members of the 1952–53 Executive Committee of A.A.C.R.A.O., which fostered the preparation of this book and authorized its publication, were:

EMMA E. DETERS, *University of Buffalo;* RONALD B. THOMPSON, *The Ohio State University;* J. EVERETT LONG, *West Virginia University;* JAMES K. HITT, *University of Kansas;* ALBERT F. SCRIBNER, *Valparaiso University;* WILLIAM CRAIG SMYSER, *Miami University;* JOHN E. FELLOWS, *University of Oklahoma;* JOHN M. RHOADS, *Temple University;* ERNEST WHITWORTH, *American Council on Education.*

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Introduction

THE QUESTION of developing a training program for the profession of registrar and admissions officer was given some thought as early as 1919, when Robert L. Kelly made specific suggestions,[1] and in 1924 Charles H. Judd described "Lines of Study Suitable for College Registrars."[2] Ezra L Gillis, for an Association* Committee in 1931, presented a report entitled, "A Graduate Program Suggested by Registrars."[3] Mary B. J. Lehn described the Hunter College undergraduate experiment in "Training Administrative Assistants,"[4] in 1931. Floyd B. O'Rear's "Professional Preparation of the Registrar," which appeared in 1939,[5] and Thomas Garrett's "Experimental Training for the Registrar,"[6] published in 1946, represent a sustained recognition of the need for a training program for the profession.*

Several institutions of higher education have made commendable contributions to the profession by holding institutes such as those pioneered by the University of Kentucky, the University of California at Berkeley, and the University of Chicago. A series of more recent programs has included fellowships, supervised laboratory experience, seminars, and workshops sponsored by Michigan State College, New York University, George Peabody College for Teachers, University of Florida, University of Minnesota, Stanford University, and the College of the Pacific. These efforts have all been planned, however, for the advancement of those already in the profession.

A few graduate schools are rendering valuable service to higher education by offering training to a select group of advanced degree candidates in that field of educational administration identified as admissions, registration, and records in colleges and universities. These instances unfortunately are all too sporadic.

The completion of the suggested combination of courses will not necessarily produce a successful officer of admissions, records, or registration, but it should give direction to those who may be considering a possible career in this field of college and university administration. The Subcommittee members believe that

[1] *Proceedings* of A.A.C.R.A.O., 1919, 51.

[2] *Ibid.*, 1924, 28.

[3] *Ibid.*, 1 Oct. 1931, 96.

[4] *Ibid.*, 7 Oct. 1931, 59.

[5] *The Journal*, 14, 4 July 1939, 410.

[6] *College and University*, 22, 1 Oct. 1946, 58.

* For the sake of brevity approved terminology is substituted throughout this bulletin for certain more detailed and longer terms and titles—such instances are:

Association refers to the American Association of Collegiate Registrars and Admissions Officers.

Profession refers to that phase of college and university administration identified as Admissions, Registration, and Records in Colleges and Universities.

A.A.C.R.A.O.—American Association of Collegiate Registrars and Admissions Officers.

completion of the suggested training should develop in personnel a greater confidence in undertaking their responsibilities—the result of a clearer understanding of what is expected of them and the knowledge of what constitutes a good admissions-records-registration program. It is hoped also that a training program may decrease the number of persons who enter the profession quite by accident, and increase the number received by design.

Since the purpose of this bulletin is to acquaint interested persons with that field of educational administration which concerns admissions, registration, and records, the editor has added to the sections comprising the Committee report the sections entitled, "The Registrar and Admissions Officer—a Profession," and "The American Association of Collegiate Registrars and Admissions Officers—Its History, Publications, and Activities."

The members of the Subcommittee, in transmitting this suggested training program to the Association, confidently hope that the planned approach and the program in operation will assure a continued supply of trained personnel to meet the demands that increased college and university enrollments will make on our admissions-records-registration offices in the years just ahead. Furthermore, it is hoped that the recommended in-service training suggestions will encourage members of the profession to plan for themselves a program to improve their professional status.

Development of the Program; Recommended Training for the Registrar and Admissions Officer

THE MEMBERSHIP of the American Association of Collegiate Registrars and Admissions Officers in a poll taken in 1950 expressed itself as recognizing the need for a directed effort to draw into the profession a continuing supply of young people of promise, and to assure adequately trained personnel by making available to them a training program in the conduct of admissions, registration, and records. The Association also concluded that a continuation study program should be planned for those already in the profession.

The Committee on Professional Development was charged with the responsibility of carrying out the wishes of the Association membership, and R. E. McWhinnie, *Chairman*, delegated a Subcommittee on Recruitment, Preparation, and In-Service Training to carry out the expression of the Association in these matters.

The Subcommittee arrived at its conclusions and its recommendations to the Association after an extended period of study by individual members of the Committee, group planning, and personal interviews with members of the profession long engaged in the work, with former admissions officers and registrars now serving as presidents or academic deans of institutions of higher learning, and with past presidents of the Association, as well as with a group of new registrars and admissions officers.

This direct study was supplemented with a sampling questionnaire addressed to 160 admissions officers and registrars of both private and state-controlled universities and colleges, highly specialized institutions, and junior colleges; all were given an opportunity to suggest from a basis of experience the subject matter that should be included in a training program.

From the data the Committee organized, evaluated, and finally determined preferable recruitment procedures, developed a basic yet flexible training program for those interested in making a career of this kind of professional activity, and designed a plan of continuation study for those already engaged in the profession.

The completed report of this Subcommittee, with specific recommendations, was presented to the Association during its annual meeting in Washington, D.C., in April 1952 (see COLLEGE AND UNIVERSITY, July 1952, pages 589–607, for full text of the report). The Executive Committee of the Association subsequently approved the report and authorized the printing of a bulletin describing the recommended training program, as well as recommendations for in-service training developed by the Subcommittee.

The Registrar and Admissions Officer: A Profession

FOR THE PAST few years the title of registrar has been undergoing a number of changes. For example, we often hear the registrar referred to as dean of admissions and records, registrar and university examiner, director of admissions and records, and several other combinations of these titles, depending upon the institutional pattern of administrative organization. Though the titles are frequently used interchangeably, the several titles describe the individual who directs the work (wholly or in part) of admissions, registration, and records in institutions of higher education.

Whatever the educational pattern under which the office is organized, it operates as a service office, and is the academic hub of the institution. The office and the officer who directs it are on equal rank with other administrative divisions of the institution, stated R. F. Thomason when addressing members of the Pacific Coast Association of Collegiate Registrars in November 1948.

In a communication addressed to new registrars and admissions officers attending the 40th Annual Meeting of the A.A.C.R.A.O. in St. Louis, George P. Tuttle, *Director of Admissions and Records, University of Illinois*, writes, "The profession is firmly established in the higher institutions of the country as giving an important service to American education at its higher level."

There are many patterns of organization in the administration of higher education. Even institutions which have the same general structure differ in some important respects. Perhaps the factor of greatest significance is the size and complexity of the institution.

With respect to the role in administration of the registrar and admissions officer the following organization types prevail:

Type A
President
Registrar and Director of Admissions (one person or two)

Type B
President
Vice-President or Dean of Student Affairs (or Student Personnel Services)
Registrar and Director of Admissions (one person or two)

Type C
President
Dean (Academic)
Registrar and Director of Admissions (one person or two)

Types A and *B* are more common than *Type C*.

It is obvious that the responsibilities of a particular office of admissions, records, and registration depend on the administrative organization of that institution. Irrespective of title or local organizational set-up, recognized functions are admissions, records, registration, statistics, and research. The publication, *Policies and Proceedings*, the Association handbook, sets forth five basic areas of responsibilities, these being:

(a) *admissions*, defined as the contact with [recruitment], counseling, evaluation, and induction of new students;

(b) *registration*, defined as the preparation of materials and facilities, the enrollment of students in classes, and the preparation of [schedules], class rolls, and related student records, for the orderly beginning of instruction;

(c) *records*, defined as the compilation, evaluation and checking, safe retention and appropriate use of student academic records, the preparation and issuance of transcripts, and the certification of selected data from the records;

(d) *statistics and research*, defined as the tabulation, analysis, and interpretation of data, and the investigation of specific problems;

(e) *supervision* of personnel, and control of supplies, equipment, and the supporting budget for the office.

Many admissions-records-registration officers are completely or partly responsible for the publication of catalogs, brochures, schedules, or regulations. They are variously responsible for the planning and execution of commencement arrangements, and for the delivery of diplomas. Other assignments in various institutions depend upon the ability and interest, the personality and influence of the registrar and admissions officer in comparison with those of other individuals who might otherwise be given such responsibilities. Included are student personnel, residence, veterans affairs, foreign student center, and Selective Service.

Exact duties of the officers of admissions, records, and registration become broad or narrow, closely dictated or widely discretionary under differing administrative organizations. Regardless of specific assignments, that officer, according to *Policies and Procedures* cited above, inevitably serves in at least the following capacities:

(a) he is the authority on academic routines for faculty reference and advice;

(b) he is an interpreter and consultant for students on academic problems;

(c) he is an objective and critical observer for and of the institution and its relationships, through his personal contacts as well as through statistics;

(d) he is an informed adviser to the president and other administrative officers [and assists in the formulating of institutional policy];

(e) he is a student of office techniques and of trends in improved office procedure;

(f) he is a representative in institutional public relations, whether on off-campus duties [including relations with the secondary schools] or simply in the varied contacts through his office.

Note: Supplementary interpretations and points of emphasis inserted by the editor appear above in brackets.

Opportunities in the Profession

THE YOUNG MAN or woman contemplating the training program outlined here may well ask what return he may expect for his investment and what opportunities the profession holds for him.

The functions described in the foregoing chapter as the proper business of this profession are fundamental to educational administration. They are central in any complete student personnel program. For this reason, all educational institutions have officers in charge of these responsibilities.

Both titles and alignments of responsibility vary in accordance with philosophies of administration, local conditions and traditions, and the capacities of individuals. Forms of organization are not static. In recent years, many institutions have made major changes in their formal administrative structures. Beyond these changes are more subtle but equally important alterations which come about as a result of the dynamics of personal relationships. The uncharted but functionally real staff organization is a constantly shifting and developing pattern of working relationships.

The dynamic character of these relationships is, to the admissions officer and registrar, a major opportunity for professional growth. The offices of these administrators have provided for many a training which has led to even more important college and university administrative posts. Population increases will be taxing institutions of higher learning to full capacity during the next few years, and there will be great need for young men and women to augment present staffs. Retirement from major administrative positions and expansion of colleges and universities promise, within the next few years, a period of unprecedented opportunity for professional advancement.

It is not suggested, however, that those entering the profession should look upon it primarily as a steppingstone. Requiring, as it does, public service of the highest kind, the profession provides great personal satisfaction in itself. The admissions officer or registrar serves his institution in a position of both importance and prestige. As one of the team of administrators concerned with educational policies and planning, his usefulness to his institution and the satisfaction gained therefrom are limited only by his personal capacities.

The question of monetary return rests, in part, upon the individual and his capacities. As a public servant, he should not expect compensation of great magnitude, nor would he find his satisfaction primarily in financial returns. He is paid, on the average, a salary comparable to that of a full professor, although there are many instances where the salary equals that of a vice-president or dean.

Placement Service

The Committee on Evaluation and Standards sponsors for the Association a placement service to meet the needs of many institutions by furnishing qualified personnel. This service is receiving increased attention by the Association and will be available to those who complete the recommended training.

The service is also extended to experienced personnel desiring change of employment within the profession.

The placement service is under the direction of J. Everett Long, *Registrar and Chairman, Committee on Admissions, West Virginia University*, Morgantown, West Virginia.

Preparation for the Profession

Personal Qualifications

The challenge of the profession of registrar and admissions officer can be met only by persons whose intellectual qualifications are above the average of those required in training programs for teaching in higher education. The more broadly a man is educated, the more likely he is to establish satisfactory working arrangements with his colleagues in administration and on the faculty. He should be able to speak and to write well, to organize work and supervise employees, to co-operate with faculty and other administrative officers. Coupled with these abilities should be certain qualities of character—emotional stability, perseverance, decisiveness, poise, good balance, charity under criticism, patience and objectivity with people—and in adverse situations, fearlessness under pressure. He should also have an enthusiasm for completing tasks and an eagerness to undertake new ones. Finally, he should place service above all other means of personal satisfaction.

Educational Qualifications

It is assumed that a person interested in training for the profession will have completed the requirements of a baccalaureate degree.

Since no particular major has as yet proved to be more desirable than another, the Association makes no recommendation in this respect. It does agree, however, that a general undergraduate background is essential. Breadth of education adds prestige to the man and his office, and insures his acceptability as adviser to faculty and administration.

Recommended Training

Specific course titles are not used since descriptive titles vary with the institution; instead, areas are designated from which the individual may choose courses depending on his personal needs, whether to build from the beginning, or to supplement his training until he has completed the common core recommended by the Association. Courses in areas numbered 1–13 are available in the upper and graduate divisions of most four-year standard colleges and universities.

1. History of Education: From this field courses may be chosen that will broaden the knowledge of educational systems in the United States and other countries. (Helpful in evaluating transcripts, particularly those from foreign systems of education, and affords background for studies in curriculum development.)
2. Higher Education: Its philosophy, organization, and administration. (Essential to an understanding of trends and developments in the field.)
3. Curriculum Development: Should include secondary, college, and university levels. (Particularly important to staff members working on programs of relations with secondary schools, and to those who assist with curriculum planning in their respective institutions.)
4. Secondary Education: Courses from this field will point up the purposes of secondary schools, and include a study of the curriculum and guidance programs of the modern secondary school. (Increasingly members of the profession find themselves planning more closely with secondary schools and junior colleges, hence the need of awareness of educational developments on these levels.)
5. Personnel Management: The historical development and objectives of personnel management should be studied. Courses chosen should point out effective means of procuring the best possible service from office personnel, such as individual differences, selection of employees, training, and promotion. Salary administration, health, and personnel services should be included. (This recommendation emphasizes the need of satisfactory staff relationships.)
6. Office Management: Includes studies in procedures and methods of meas-

urement related to office services. Office planning and layout, organization, selection and care of office supplies and equipment, and budgets, as well as techniques for performing office duties and methods and devices used to improve operating efficiency should be covered. (An office operating under "peak load" situations must be conveniently planned with respect to facilities and well organized as to personnel and routine in order effectively to serve students, faculty, and administration.)

7. EDUCATIONAL MEASUREMENTS: Courses covering a study of the principles and functions of measurement in education and the variety of measurements in common use, and the survey, evaluation, and interpretation of standard tests. (Since administration of testing programs and compilation and interpretation of test data frequently fall within the responsibility of the registrar's and admissions offices, it is essential to include courses in this area in the training program.)
8. STATISTICS: Educational statistics including commonly used measures of central tendency, variability, and correlation. (There should be an understanding of this subject sufficient to direct the flow of statistical data to institutional heads, public relations office, and state and federal agencies, and to make full use of the valuable data available in the registrar's or admissions office.)
9. EDUCATIONAL ADMINISTRATION: Courses in organization and administration, with some emphasis on law and finance. (Officers having an adequate background in this field will find their effectiveness as committee members considerably advanced.)
10. PUBLIC RELATIONS: Courses that will lead to an understanding of management policies and personnel practices as they create the public relations climate in an institution. (Understanding people and skill in dealing with them are basic requisites in the work of admissions and registration.)
11. COUNSELING PROCEDURES: Should include courses in diagnosis and counseling in student programs in schools, colleges, and universities. (In some institutions responsibility for administering the counseling program rests with the registrar or the admissions officer. In others, counseling responsibility is of a referral nature; in either case knowledge of counseling procedures is essential.)
12. STUDENT PERSONNEL WORK: Studies in the nature and scope of the program in schools, colleges, and universities, particularly as it concerns the role of the administrator and counselor. (Though admissions and registration represent only one area of student personnel services, there should be a familiarity with the general field of student personnel on the part of the admissions officer and the registrar.)
13. COMMUNICATIONS TECHNIQUES: (a) Studies in modern methods and procedures in commercial correspondence. Practice in developing abilities to handle correspondence. (b) Training in methods of collecting, interpreting, and or-

ganizing data, and placing it in final form. (c) Speech composition, with emphasis on delivery to group discussion and public address.

The following *highly specialized courses* of the training program are currently offered in only a few member institutions of the Association (see list at the close of this section):

14. THE ADMINISTRATION OF THE ADMISSIONS-REGISTRAR FUNCTIONS IN STANDARD COLLEGES AND UNIVERSITIES: A study of organization, standard practices and procedures, policies, and ethics; and a review of professional literature issued by the Association. *Policies and Procedures*, the handbook of the American Association of Collegiate Registrars and Admissions Officers, is the basic and official reference work in this course.

15. A SUPERVISED TRAINING EXPERIENCE, INCLUDING SEMINAR: An internship in the registrar's or admissions office of a recognized institution. Actual experience in processing applications, interviewing, evaluating transcripts, recording practices, preparing statistical data, catalog preparation, use of business machines and modern office equipment. An important aim of this actual experience would be to cultivate and develop an appreciation and understanding of the interrelationship of admissions, registrations, recording, and the issuance of transcripts.

Educational institutions providing the professional courses listed, with name of the institutional representative who will supply detailed information concerning their particular offerings:

University of Florida, Gainesville, Florida
R. S. Johnson, *Registrar*

George Peabody College for Teachers, Nashville, Tennessee
William R. Vaughan, *Registrar*

University of Kentucky, Lexington, Kentucky
Robert L. Mills, *Registrar*

University of Minnesota, Minneapolis, Minnesota
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Educational institutions providing a supervised training experience only:

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C. E. Harrell, *Registrar*

The Johns Hopkins University, Baltimore, Maryland
Irene Davis, *Registrar*

Wayne University, Detroit, Michigan
George L. Miller, *Director of Admissions*

As the training program progresses, other educational institutions doubtless will develop offerings in this group, and will announce their programs through the official Association publication.

The Association has not provided for the conferring of a certificate or equivalent award upon satisfactory completion of the professional training program. As the program develops, the Association may wish to bestow a formal type of recognition. The Association placement service will co-operate with those who satisfactorily complete the recommended training program.

Inquiries concerning the training program may be addressed to the Editor, COLLEGE AND UNIVERSITY, William Craig Smyser, Miami University, Oxford, Ohio, until July 1955; thereafter S. A. Nock, Pace College, 41 Park Row, New York 38, N.Y.

Financial Grants Available

A limited number of the institutions offering supervised training experience provide fellowships or other types of financial aid to successful applicants for that training. These grants are for the use of members of the profession as well as those just entering. Persons interested should address inquiries to institutional representatives of the following institutions:

University of Florida
Indiana University
The Johns Hopkins University
University of Kentucky, beginning with year 1955–56
University of Minnesota
College of the Pacific
Teachers College, Columbia University
Wayne University

As other institutions initiate financial grants, announcement will be made in COLLEGE AND UNIVERSITY.

In-Service Training and Continuation Study

NO MORE THAN in any other profession can the Registrar's training end with formal schooling. Only if he keeps abreast of current educational literature can he anticipate problems and prepare to meet them," declares Robert E. Mahn in "The Registrar's Primer," COLLEGE AND UNIVERSITY, January 1949.

The purpose of in-service improvement should guide the planning of steps to be taken. Some of these purposes are:

1. To develop knowledge about secondary and collegiate education that will lead toward general office efficiency, and more important, to increase confidence in the office on the part of faculty, alumni, students, and the general public.
2. To develop greater efficiency in office routines.
3. To develop pride in the work of the office through the understanding of its importance to the institution.
4. To reduce turnover.
5. To fit the work of the office as nearly as possible to the educational aims of the institution.

How can these improvements be achieved?

1. Staff sessions, not necessarily of all the staff, but of those directly concerned with the proper solution of a problem. Such problems include a discussion of why things need to be done and examination of the value of established routines, the development of good procedures through the co-operative compilation of an office handbook, and public relations.
2. College course work and summer session workshops. Originally it was thought that college correspondence or extension courses would be quite valuable, but replies to the questionnaire sent out by the committee studying this program indicate comparatively little interest in such courses; however, summer session workshops have proved of distinct value and have been quite well attended, particularly those of one or two weeks' duration. Experience recommends this phase of continuation study.
3. Visits to other offices by "seconds-in-command," rather than by the chief administrator, are especially valuable. "Seconds-in-command" are better able to spot useful practices or helpful suggestions in the procedures of other offices.
4. Attendance at national and regional meetings. The chief administrator and as many as possible of the staff should attend regional meetings, and certainly the chief administrator should attend national meetings.

5. Attendance at other national, regional, and local professional meetings, such as the American Council on Education, the Division of Higher Education of the National Education Association, the Association of American Universities, the Association of American Colleges, etc.
6. Circulation of important periodicals among the staff. It is wise to indicate to staff members the articles that call for particular attention. A suggested list would include:

COLLEGE AND UNIVERSITY

Higher Education and National Affairs of the American Council on Education

North Central Association *Quarterly*

Higher Education of the United States Department of Health, Education, and Welfare

Journal of Higher Education

News Bulletin of the Institute of International Education

Annual Handbook of the College Entrance Examination Board

Junior College Journal

Publications of the American Council on Education

7. Provision for an office library. Prepare a bibliography for the staff, one that will meet their particular needs, but be sure to include references that give an overview of the field of higher education. Keep the bibliography up to date. Enlist the aid and enthusiasm of staff members in this project.
8. Study of the problems of secondary and higher education.
9. Research. Research is particularly important in the field of admissions. Not only the chief administrator but every one of the staff needs to know the philosophy of admissions as it has developed in his own institution. You cannot prove your philosophy correct without extended and continuous research.
10. Encouragement, particularly of likely personnel, to apply for supervised training experience for admissions officers and registrars offered by several of our member institutions, and for scholarships in case of financial need.
11. Making staff members aware of the Association training program, and encouraging them to take advantage of those phases of it that will supplement previous training.
12. Sabbatical leaves for ranking staff members should be encouraged. These should include classroom and laboratory experience in another college or university, and travel.

The American Association of Collegiate Registrars and Admissions Officers

History

In 1910 twenty-four college and university registrars, feeling the need of discussing their responsibilities in the areas of admissions, records, and registration, met in Detroit, Michigan. Before adjournment of this conference participants organized the American Association of Collegiate Registrars. From this small initial meeting, the Association has grown to a membership of nearly fifteen hundred admissions officers, registrars, personnel deans, and administrative officers of various titles, representing all types of institutions of higher learning in the United States, Mexico, Canada, and other countries of the world. More recently, when many institutions began to establish separate offices of admissions and records the Association, in order that its coverage might be identified, adopted its present designation as American Association of Collegiate Registrars and Admissions Officers.

From its inception its purpose has been to "promote the advancement of higher education in its fullest and broadest implications," and "to advance and professionalize the office of admissions, registration, and records as established and authorized, particularly in its member institutions as well as in other institutions worthily serving the cause of higher education."

It seeks to fulfill its purpose and aims by holding annual meetings, publishing regular and special bulletins, promoting affiliated associations of regional jurisdiction, sponsoring area meetings, and conducting co-operative research, studies, and surveys, either on its own initiative or in joint responsibility with other organizations.

The Association through its committees and research studies develops specific methods and general professional principles which become standard practice in the conduct of the office of admissions, registration, and records.

Publications

Perhaps the Association's most effective contribution to its members, and to education in general, is that of its publications.

COLLEGE AND UNIVERSITY, the official bulletin of the Association, issued quarterly, has become established as a medium for presentation of valuable literature which concerns research in and the philosophy of higher education, and is one of the best educational publications.

Topical and Author Index of articles included in COLLEGE AND UNIVERSITY (and its predecessors: the *Proceedings, Bulletin,* and *Journal*) from 1910 to 1948, affords ready reference to helpful material in all phases of admissions, registration, and records. This publication, prepared by Robert E. Mahn, registrar of Ohio University, and printed by the Association, is supplemented annually in the July issue of COLLEGE AND UNIVERSITY.

Report on Credit Given by Educational Institutions is a voluntary exchange of information among member institutions of the American Association of Collegiate Registrars and Admissions Officers, and comprises a report by a leading institution in each state on advanced standing granted for work done at other institutions in that state. This publication is revised annually.

An Adequate Transcript Guide, which sets forth recommended practices in preparing and issuing transcripts, is published by a subcommittee of the Committee on Special Projects and has enjoyed wide distribution.

College Age Population Trends, 1940–1970, by Ronald B. Thompson, president of the Association 1953–54, *Registrar and University Examiner, The Ohio State University,* is released by the Association through its Committee on Special Projects, to assist administrators of their own schools in planning for the predicted increasing number of students.

The Impending Tidal Wave of Students, by Ronald B. Thompson. A graphic presentation of the anticipated enrollment bulge which will come to the colleges in the next two decades.

Policies and Procedures, a handbook for registrars and admissions officers, includes a statement of general norms intended to serve as the base from which to plan and to check institutional procedures and perhaps to set up office manuals. Thus specific methods, necessarily varying with local conditions, may be kept more than ever consistent with general professional principles and attitudes.

Machine Equipment for Efficient Office Operation. Prepared by the Subcommittee on Machine Equipment; Chairman, Nelson M. Parkhurst, *Purdue University.* A useful study of available equipment for both large and small offices.

Activities

The parent organization through its *Committee on Regional Associations* has stimulated regional associations to the benefit of an increasing number of educational institutions.

The Association's very active *Committee on Special Projects* effectively directs a series of temporary and continuing studies, and thereby carries the influence of the Association into ever-widening areas of higher education.

The *Committee on Professional Development,* subsequently renamed the *Committee on Evaluation and Standards,* carries on a program of evaluating the activities of the Association, constantly seeking means of increasing the effectiveness of the Association, and advancing the professional status of its members.

The *Committee on Office Forms* maintains a traveling exhibit which has aided many college and university officers to improve and simplify their work, and in some instances to set up new offices.

The *Committee on Evaluation and Standards* sponsors a co-operative *Placement Service* for A.A.C.R.A.O., the aim of this service being to assist in providing educational institutions with qualified personnel.

Along with growth and development has come national recognition. The Association's *Committee on Co-operation with Governmental Agencies* worked very closely with Selective Service, and Selective Service Form 109 might not have been as simplified as it is today if it were not for the efforts of the Association Committee. Department of Defense Form DD 295—the form upon which service experience is reported to the educational institutions—today remains four pages in length, instead of the proposed seven-page revision, because of the effective protest of this same Committee.

An outstanding example of an Association co-operative study is that of the invaluable and widely used *Guide to Evaluation of Educational Experiences in the Armed Forces*, published by the American Council on Education, under the direction of George P. Tuttle, *Director of Admissions and Records, University of Illinois*, a past president of the Association, who came into the project by way of an Association committee.

The Association is a constituent member of the American Council on Education, and sends a delegation of three members to Council meetings. It has collaborated closely with the A.C.E. in various projects, notably the *Guide to Evaluation of Educational Experiences* mentioned above.

A.A.C.R.A.O. also has close association with the United States Office of Education. The annual *Report on Enrollment and Degrees* published by the Office of Education is based on data furnished by members of the Association, and grew out of a co-operative plan jointly worked out by the two organizations. The comprehensive study on *Student Retention and Withdrawal*, now under way and about to be published by the Office of Education, was planned jointly with a committee from A.A.C.R.A.O.

The most accurate known prediction of the length and extent of the post-World War II enrollment bulge in the colleges was made by a member of the Association (Dr. Ronald Thompson, Association president for the year 1953–54). This report rendered in the spring of 1947 forecast as follows:

Year	Forecast	Actual
1947	2,450,000	2,338,226
1948	2,500,000	2,408,249
1949	2,500,000	2,456,841
1950	2,200,000	2,296,592
1951	2,100,000	2,116,440

This study laid the groundwork for Dr. Thompson's later publications, *College Age Population Trends, 1940–1970*, and *The Impending Tidal Wave of Students*, listed above among the Association's publications.

Certain original Association services have been discontinued as particular needs have been met, while new services and activities are continually organized and expanded to meet changing educational needs. The Association may well be

proud of its progress and achievements during its forty-four-year history, and it looks forward with confidence to its assured position of leadership in higher education in America.

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Copies of this publication may be secured by addressing either the Association's Editor (see p. 17 above) or the Secretary, James K. Hitt, University of Kansas, Lawrence, Kansas.

SECONDARY SCHOOL-COLLEGE CO-OPERATION

An Obligation to Youth

A Study of Secondary School-College Relations
Committee on High School-College Relations
of the
Special Projects Committee
American Association of Collegiate Registrars
and Admissions Officers
April, 1955

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FOREWORD

The importance of creating and maintaining good secondary school-college relationships cannot be overemphasized. As the secondary schools and the colleges and universities of the United States, public and private, large and small, move into a period of greatly increased enrollments during the next decade or two, the need for understanding each other's problems will be increased. These two segments of education, charged with the responsibility of preparing America's youth for the role of responsible citizenship in our democratic society, must work together in the solution of the many problems which must be faced.

This volume is a report of the Committee on High School-College Relations, appointed by the Association in 1951 to study this important area. In the preparation of the material the Committee has consulted many individuals in public and private secondary schools, colleges, and universities. We are grateful to all who have shared in this task and particularly to the members of the editorial committee who have given so unstintingly of their time and energy.

It is the hope of the Association that this publication, in bringing to the attention of secondary school, college, and university personnel the need for closer co-operation, will lead to a better understanding of our problems and stimulate research in specific fields of interest by educators throughout the country.

Albert F. Scribner, President
American Association of Collegiate
Registrars and Admissions Officers

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INTRODUCTION

Background. The American Association of Collegiate Registrars and Admissions Officers, in 1951, appointed a Committee on High School-College Relations to make a special study of this growing problem and responsibility. The appointment of this Committee was an outgrowth of several years of informal exploration of this subject by registrars and admissions officers.

In April, 1953, the Committee recommended that a "guide" on high school-college relations be prepared. An initial outline of the proposed publication was approved by the Committee at that time and was expanded considerably during the year which followed.

In April, 1954, in co-operation with the Executive Committee of the Association, it was decided to accelerate the production schedule so that this publication could be available in time for the April, 1955, Annual Meeting. Some twenty members of the Committee took writing assignments and an Editorial Subcommittee was appointed. This Subcommittee met for two days in Chicago during August and outlined the next revision of the material.

In October, 1954, 1000 mimeographed copies of the proposed publication were distributed to the forty-two members of the Committee. They in turn distributed copies to selected leaders in secondary schools and colleges, both large and small, public and private, for critical review and suggestions. Approximately 200 individuals sent to the Committee their reactions to the material. These suggestions then were analyzed and reported to the Editorial Committee.

Ten members of the Editorial Committee met again in Chicago in January, 1955, to decide the final form and content of this publication. As would be expected, a major revision was necessary because of the assistance received from those who had made suggestions for its improvement. Following this meeting these revised chapters were reproduced and sent out to the Editorial Committee and to certain officers of the Association for group approval. With some minor changes, this material was approved for printing and now constitutes this publication—Secondary School-College Co-operation, An Obligation to Youth.

Purposes. While the purposes of a publication of this nature are implicit in its title, it seems appropriate here to summarize some of the purposes which the Committee and the American Association of Collegiate Registrars and Admissions Officers had in mind in

producing this book and which stimulated the Committee to devote so much time and effort to the project. Following are some of those major purposes:

To give an overview and analysis of the problems, trends, and practices in secondary school-college relations.

To furnish a tool for the development of more effective co-operation between secondary schools and colleges.

To stimulate individual and group activities designed to better co-ordinate secondary-school and college education.

To make it clear that the members of the American Association of Collegiate Registrars and Admissions Officers individually and collectively (1) recognize the importance to youth of proper understanding and co-operation between the secondary schools and colleges, and (2) welcome opportunities to work shoulder to shoulder with all those who have an interest in and a responsibility for secondary education.

Suggestions for Using this Book. Registrars and admissions officers can use this publication to get an up-to-date overview of this subject of secondary school-college relations, to evaluate and revise their office and institutional programs in this area of their duties, to orient and train their office staffs, to work with and serve their respective faculties, and to initiate any needed programs of co-operation with secondary schools.

School principals likewise will be able to make similar uses of the book. For if secondary school-college co-operation is to be effective, there must be equal effort and understanding at both levels of education.

State, regional, and national educational organizations interested in this subject should find this book valuable as a resource and particularly as an expression of the desire of registrars and admissions officers to do everything in their power to meet this obligation to youth.

Additional Copies. The initial printing of this book has been distributed to members of AACRAO and to selected officers in educational organizations and state departments of education. The cost of this printing has been met by the Association as a service to education.

Single copies of this book are available without charge. Additional copies may be purchased at 75 cents each up to 25 copies; more than 25 copies, 50 cents each. Orders should be addressed to the Secretary of the Association.

Chapter I

COMMON PROBLEMS

The purpose of this chapter is to identify and briefly describe the major problems in which secondary schools and colleges have common interests and concerns. Although each level certainly has many problems which are principally its own, the interdependence of secondary education and college education requires a broad base of mutual understanding and co-operative action in order that these problems may be understood correctly and that constructive action may be taken for their solution.

The areas included in this chapter are divided into two categories: general problems in the areas of educational philosophy and objectives, and specific problems which can be attacked with direct action. There are, of course, other problems. Nevertheless, if we give attention to those described in this chapter, we will find what problems exist and which of these should have prior attention.

GENERAL PROBLEMS

How can we most effectively educate the youth of America? Change is the most striking characteristic of our present way of life and the educational system which is designed to serve and perpetuate it. More young people stay in school for a longer time. The needs of our secondary school and college-age population are changing rapidly. Each year new demands are made on our educational institutions. As we strive to offer the best possible education in secondary schools and colleges, we face the challenge of making this education a continuous and appropriate process for each individual and a profitable investment for the society which is educating him.

How can we better understand youth of secondary school and college age? We are rapidly acquiring an increased knowledge of how young people grow, how they learn, what is important to them, how to understand and evaluate them as individuals, and how to help them. But, for many who enter college, there is inadequate communication between those who knew them in high school and those who serve them in college. Better communication and closer working relationships between secondary school and college personnel are ways to increase our understanding of each of our students. What are other ways that will help us understand them?

How can we place primary emphasis on the student as an individual? Young people are being educated in unprecedented numbers. Secondary schools and colleges are growing larger. The tidal wave of students approaching in the immediate future will increase the danger that more of our education will become mass education.[1] Nevertheless, we must retain major concern for the individual and what happens to him in our educational system. What can we do to insure that this goal will be attained?

How can secondary schools and colleges adequately understand each other? Probably no single factor is more valuable in dealing with young people than a thorough understanding of the nature and scope of both secondary and higher education. Traditionally there has been too little mutual acquaintance and understanding between the two levels of education. Although various methods now are being used to reduce this gap, much remains to be done. Each teacher, administrator, and institution has an obligation to be acquainted with the other educational level. How can this be accomplished?

How can we adjust to major changes occurring in American Education? Each year a larger percentage of American youth attends secondary schools and colleges. Our goal in secondary schools is graduation for every boy and girl. About thirty-five per cent of secondary school graduates enter college, and this is increasing about one per cent a year.[2] This development is significantly changing the nature of student bodies in both secondary schools and colleges and is creating new and complex problems for educators.

Secondary schools now enroll "all the children of all the people." These students enter the ninth and tenth grades with aptitudes and achievements in various areas ranging from grade three to college levels. Some of them are gifted students capable of advanced school work. The secondary schools have to provide educational offerings which will meet the needs of all these children. Thus preparation for college is no longer the major function of most secondary schools. However, since more students are now entering colleges, secondary schools recognize that preparing students for college is one of their major objectives and are searching for ways to give the college-bound the most effective secondary education.

Colleges also find changes in the make-up of their student bodies. More students of varying abilities and interests are attending college. They enter college with widely divergent backgrounds, preparations, and purposes. Colleges are having to offer instruction formerly given only in secondary schools and required for admission to college. Students need more general education, while at the same time there are

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1. See Ronald B. Thompson, The Impending Tidal Wave of Students. Columbus, Ohio: The American Association of Collegiate Registrars and Admissions Officers, 1954. Pg. 48.
2. Ibid., p. 20.

pressures for increased emphasis on technological and professional education. Thus colleges are having to adjust both to the changed nature and preparation of their new students and also to the increasing demands and conditions of our times.

As secondary schools and colleges face their new problems and make adjustments to solve them, they acquire the responsibility of knowing what the effect of these solutions may be on the other educational level. If these changes are made without proper attention to their far-reaching implications, much harm can be done. Conversely, a co-operative attack on these problems will insure the best possible solution for the welfare of all students. How to make these necessary adjustments through co-operative means is a major concern.

What are the promising trends and practices in secondary school-college co-operation? Throughout our country there has been and is in operation a wide variety of co-operative relationships and activities between secondary schools and colleges. The great differences between institutions, their tendency to operate along lines of special interests or in geographical groups, and the freedom of each institution to act as it desires, have led to many approaches to this co-operation. The challenge to each institution is to be sufficiently acquainted with these endeavors, so that it may develop a program of co-operative relationships which will most effectively serve its own students.

What are the common and the individual roles of secondary education and higher education? There is a growing lack of understanding about the roles of secondary schools and colleges. This is not surprising, for it is a result of the great expansion which has been occurring in American education. Since there is considerable difference between students of secondary school age and those of college age, and because higher education in America, unlike secondary education, is not provided free for all, it is appropriate that the roles of the two levels of education should have some distinct differences.

Generally speaking, secondary education in the United States is designed to meet the needs of all young people of appropriate age. They are required by law to attend school; for the majority of students this secondary education is provided at public expense. Its major objective is general education. As more students remain to graduate from secondary schools, and as the nature and needs of our society become even more complex, these schools will have to devote their resources increasingly to meet their own problems, and colleges will have to adjust their educational programs to the applicants they admit.

College education, on the other hand, while continuing many of the purposes and goals of secondary education, has certain characteristics of its own: college students are young adults rather than adolescents; attendance at college is usually by permission of the college; many

college curricula are designed to prepare graduates for specialized occupations; and the expanding needs and demands of our society keep continuous pressure on the colleges to produce better-qualified graduates.

Many colleges now are facing major problems and must make important decisions regarding the roles they wish to play in our expanding system of higher education. Shall they offer a broader program of general education at the expense of greater depth in special and professional education? Shall they admit all high school graduates or retain and perhaps increase selectivity in admissions? Lack of adequate resources probably will force most colleges to identify and limit the roles they wish to play and the services they can offer. When these roles are clear, they may find it advisable or necessary to select for admission only those students whose needs they can serve effectively. How to accomplish these ends is a major problem in higher education.

Leaders in secondary education and higher education thus have an obligation to understand the similarities, differences, and interdependence of these two levels of American education. As new problems emerge and new solutions are found, there must be adequate awareness of and consideration for the total educational program in schools and colleges. Some roles will be common; some will be individual. Clarity and co-ordination can be achieved by adequate co-operation.

SPECIFIC PROBLEMS

Following are various specific problems in which secondary schools and colleges have common interests and responsibilities. While all of these problems of course emerge from the larger philosophical issues in American education, they are problems which easily lend themselves to solutions by co-operative action by secondary schools and colleges. And what we do about these problems will have an important and direct bearing on what happens to individual students in the future.

Who should go to college? This is a question on which there certainly are widely divergent opinions. Some authorities believe that only students with above-average ability and preparation should be given college education at public expense. Others hold that all secondary school graduates would benefit by at least two more years of further education. There obviously is no general agreement or unified policy on this issue at the present time.[1]

Secondary schools have the problem of helping students determine whether they should go to college. In the lower years the secondary

1. See Byron S. Hollinshead, Who Should Go To College. New York: Columbia University Press, 1952. Pp. xvi+190.

school places major emphasis on exploring for interests and aptitudes. In the upper years the school attempts among other things to motivate and prepare students for higher education. Schools say their problem is sometimes complicated by the excessive recruitment practices of some colleges.[1] Nevertheless, there is a wholesome trend for secondary schools and colleges to work co-operatively in determining who should be admitted to college.

Probably the answer to this problem will be the result of many factors. As the numbers of our young people increase, society will have to decide how much college education it will provide and for whom. Colleges will have to decide the particular roles they wish to play in higher education and the kind and number of students they can serve. They will then face the problem of admitting only those who have reasonable probability of success in their chosen programs of study.

Each college will need to work closely with its clientele of secondary schools to determine who should enter that college. From this close relationship the schools will be able to advise students about going to that college, and will be able to give them more effective preparation.

It may be that economic and world conditions will lead us as a nation to provide additional higher education for our college-age youth. In any event, the question of who should go to college merits careful and co-operative thinking on the part of both secondary schools and colleges. One reviewer who read the preliminary draft of this book said, "As a minimum, it should be at least those who have a sufficiently high I.Q. and an equally high 'I will' to succeed in college."

What curricular offerings in secondary schools best prepare pupils for college? Probably there is no question in education on which people differ more widely in their convictions than on this one. Traditionally there was great reliance on the system of prescribed subject matter courses and major and minor sequences. Many people firmly believe in this system as the best preparation for college.

On the other hand there are those who feel that the traditional emphasis on certain subject matter courses is no longer satisfactory and that it leaves much to be desired from the viewpoint of secondary schools. In his address to the American Association of Collegiate Registrars and Admissions Officers at St. Louis in April, 1954, T. Harry Broad, principal of Webster High School in Tulsa, Oklahoma, asked,

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1. T. Harry Broad, "Problems and Responsibilities of the High Schools in High School-College Relations," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXIX (July, 1954), 543.

"Can a high school provide the necessary offerings to meet the needs of the college-bound pupils and at the same time not impose on the non-college going group course offerings which have little or no value to them? The question becomes then for the high school, 'Is preparation for life in our American democracy the best preparation for college?'"[1]

Thus we have now, and probably always will have, differing convictions about preparation for college. Probably the first major step is to consider the problem not in relationship to all colleges in general but to each individual college specifically and with reference to particular programs of study. The challenge is to become acquainted with all points of view and the reasons and circumstances lying behind them.

What information about colleges do secondary schools want and how shall it be provided? Appropriate procedures for procuring or providing adequate and accurate information about colleges is a major problem to everyone concerned.

What kinds of information do students, parents, and school counselors want and need from the colleges? How can college catalogues be improved for prospective students? What supplementary printed materials are needed? What visitations by college representatives do secondary schools desire? What kinds of and how many college campus projects should be arranged for students from secondary schools?

Every college recognizes this obligation to provide information for prospective students, but many colleges have not consulted secondary schools in building a program of providing information for prospective students. This area of co-operation is an important one, both for improved services and for economy of effort and expense.

How can secondary schools best guide college-bound students? Secondary schools are trying to provide effective guidance services for students. One of the recognized responsibilities of the school guidance program is to assist students interested in going to college. Such questions as these must be considered by the school:

Should a particular student be encouraged to go to college? What kinds of colleges would be appropriate for him? Is there a special preparation he needs for admission or success in his chosen college? What should he know about colleges of his choice? What can he do about financing his education? How should he deal with the college he hopes to attend? In addition, the counselor has the general question of what kind of guidance do various colleges want the school to provide for their prospective students?

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1. Ibid.

A college also has problems: What guidance should it provide for prospective students? Which students should it encourage to enroll? How can it develop joint guidance programs with the schools from which the majority of its students come? If it is a college which draws its students from widely-separated areas, how can it work with the schools?

Some of the devices recently developed to co-ordinate school and college guidance of college-bound youth have not fully met the need. A few years ago the secondary schools were besieged by college representatives asking to confer with students interested in college. Somewhat in self-defense, schools developed "college and career days and nights." These too have proved inadequate because in most cases the association between the student and the college representative was too brief and impersonal to be effective. Now there is a desirable trend to place major emphasis on good understanding and rapport between the school counselor and the college representative, so that they function as a team in providing information and guidance for the student interested in attending college.

In this complex area of guidance, secondary schools and colleges are still searching for more effective procedures. As a problem it should be attacked co-operatively by groups of schools and colleges. Of greatest importance, each college should work out desirable and adequate understandings, services, and procedures with its related secondary schools.

How can college admission requirements, policies, and practices be made more clear and helpful to secondary schools? Some secondary school people complain that the admission policies of many colleges are very confusing, that the college catalogues state specific requirements for admission but students are regularly admitted who do not meet these requirements. School principals and counselors say they would like much more information from each college about its admission policies: What is expected of entering students? What flexibility is there in the stated admission requirements? What is the nature and quality of students regularly admitted? What role does the college want the secondary school to play in the admission process? Since the schools are in direct contact with the students and their families, they need such information and can make profitable use of it.

Probably every college is vitally concerned that its admission requirements be clearly stated and thoroughly understood. However, most colleges recognize that their published statements of admission requirements do not describe adequately the flexibility and variations under which individual students may be admitted. There is a wholesome trend to issue supplementary statements concerning the nature and quality of entering freshman classes. Where such information is available, the secondary schools can more effectively inform students about a particular college.

How can students' secondary school records be transmitted to colleges most easily and efficiently? Secondary schools have always found the transmitting of students' records to colleges to be a complex and time-consuming job. Traditionally there was no uniformity in college application blanks and each school attempted to place the required information on the application blank as suggested by the college.

Now there are some strong trends toward uniform application and record forms designed to simplify the reporting problems of secondary schools. Various states are developing uniform scholastic report forms. Taking their cue from college practices, the secondary schools are beginning to use photostatic and other reproduction processes in furnishing student records to colleges.

However, there are some major problems in this area which need attention: How can the forms for reporting academic records to the colleges be simplified and unified? What can be done to reduce the clerical work at the school level? What can be done to insure that the mechanical reproductions of school records, sent in lieu of filling out application forms, will be clear and usable by the colleges? What can be done to bring more uniformity into the kinds of records kept by the secondary schools and furnished to the colleges? The experience of the American Association of Collegiate Registrars and Admissions Officers in developing its publication, An Adequate Transcript Guide,[1] might well be repeated by the secondary schools in relation to the records they are furnishing to colleges. Here again is a fruitful field for co-operative effort.

How can the transition from secondary school to college be improved? One of the major concerns of many educators is to make the transition from school to college a successful and desirable experience for students. Some secondary schools are making strong efforts to provide information about college life, but they feel poorly informed about the colleges. Their students want information on programs of study, instructional methods, counseling services, social life, adjustment away from home, financial matters, living arrangements, and many other problems they see in attending college. Secondary schools are wondering how much the colleges want them to do and what they can do to help their students make the transition to college.

Likewise colleges are concerned about how to insure a desirable transition from school to college. What help do students need and want before they enter college? What college-sponsored services such as campus days, audio-visual aids, visits from college faculty and students, pre-enrollment counseling and orientation, and similar devices are helpful and appropriate? When colleges do very much of this, they are accused of recruiting students; when they do little, they

1. An Adequate Transcript Guide, 1952 Revision. American Association of Collegiate Registrars and Admissions Officers. Howard Shontz, University of California, Davis, California.

are said to be uninterested in their new students. Some schools complain that there already are too many campus-sponsored events which take secondary school students out of their classes. In one respect the problem is to strike a happy medium between treating the student as a child with too much attention, or treating him as a young adult ready to assume responsibility for his own affairs.

This, then, is an area of mutual concern to secondary schools and colleges. It will be profitable to work co-operatively for the improved transition of students from school to college.[1]

How can we gain a common understanding of the instructional programs and methods of secondary schools and colleges? There are various major reasons why this problem is important. Students and teachers in the secondary schools need to know more about instructional methods in colleges. Students face the problem of adjusting to college instruction and standards. Likewise colleges need to know how secondary school instruction is carried on. The challenge here is to find ways of sharing this information and of acquiring these understandings.

How can we best report student success and adjustment in college? Secondary schools wish to know how their graduates are succeeding in college. Some schools want more than reports of grade averages, graduation, and withdrawal. They want to know more about their students' adjustment on campus, their activities, what in general has happened to them, and what they have become as young men and women. Many secondary school people have been made sensitive to these problems by being unjustly blamed for student difficulties in college.

The question then becomes: How much of this information is desired by the secondary schools? Will it be used enough to justify the effort and expense involved? How and when shall it be given to the schools? Will it be used to improve the experiences of other students?

Undoubtedly colleges desire to furnish the information schools want about their former students. As a first step, however, there should be careful, co-operative planning between secondary schools and colleges on how this can be done in a practical and satisfactory manner.

THE PROCESS OF CO-OPERATION

Both secondary schools and colleges are becoming increasingly aware that many of the objectives they hope to achieve and the solutions to many of their problems require co-operative action between the two levels of education. However, many of the most sincere and energetic leaders in both schools and colleges are not familiar with

1. See Arthur E. Traxler and Agatha E. Townsend, Improving Transition from School to College. New York: Harper and Brothers, 1953. Pp. xvii+165.

trends and problems on the other level of education. Thus the first step is to create situations in which people from secondary schools and colleges can become adequately acquainted with each other and familiar with both their common and individual problems. In some areas of our country this mutual understanding has already been accomplished to a gratifying degree; in many places it unfortunately is conspicuously absent.

Once it is resolved to work co-operatively on mutual problems, the important factor becomes process. How can we create friendly and sincere working relationships among us? How can we insure a feeling of equality of status and a mutual respect for each other's problems and opinions? How can we identify problems and take constructive action toward their solution?

These and many other fundamental questions confront those who initiate co-operative action between secondary schools and colleges. In new situations it will be profitable to choose minor problems and use them to develop experimentally the process and structure of co-operation. With these successful experiences as a background, we will be organized for and capable of constructive action on the major problems we now have and are likely to have to an increasing extent in the future.

OUR NEXT STEPS

In this chapter we have presented some of the major problems and points of view which show the need for increased co-operation between secondary schools and colleges. In the phase of this movement which we now are entering, there are three paramount questions which give direction to our individual and collective efforts to achieve ideal secondary school and college relations:

1. What are the next steps for each secondary school and college?
2. What are the next steps on the state level?
3. What are the next steps on the national level?

Every secondary school and college, as a part of its obligation to youth, has a responsibility to study these problems, to decide what should be done, and to carry on appropriate and constructive action. By this means we will surely increase our contribution to each youth and improve the system of education designed to serve him and our society.

Chapter II

AREAS OF COMMON CONCERN

This chapter is intended to point out areas in which secondary schools and colleges are involved together in problems relating to the transition of students from school to college which can be advantageously studied and improved by co-operative action. An effort is made to indicate roughly the present state of development of co-operative study and action and something of the direction discernible movements are taking. It would be presumptuous, however, to attempt to say what facts such study will uncover, what answers will be arrived at, or what action should be taken.

Curriculum. The problem of articulating the curriculum in those subjects in which courses taught in secondary school are likely to be followed by courses taught in college is obvious. The need of better articulation has motivated the establishment of various national committees. It has been a driving force behind accreditation movements. Societies of teachers interested in a single subject or group of subjects have often made studies and recommendations in this area. Sometimes these societies have represented both levels of instruction, sometimes only one. A good bit of pulling and hauling has arisen from the fact that it has been rather common for state and local school authorities to set up secondary curricula without consulting the colleges and for colleges to set up entrance requirements without consulting the schools.

Where school and college people have gotten together in joint committees they have been able to approach the problem of articulation of the curriculum helpfully. Besides getting both points of view of the problem, each side has been able to establish better professional and public relations than would otherwise have been possible. In several states, teachers of a given subject area such as English, mathematics, languages, etc., have made very valuable contributions. Studies of the whole curriculum by joint committees representing both teachers and administrators from both levels have the advantage of a broader point of view but the disadvantage of dealing with a problem too complex for easy handling. The complexity of the problem is augmented year by year by the tendency of both secondary schools and colleges to add new fields of study and to subdivide and multiply their old curricular offerings.

If the reader is tempted to suppose that changes in secondary school curricula for noncollege-bound students do not particularly concern college personnel, he should recall the following items:

1. An ever greater percentage and variety of secondary school graduates are taking some kind of post-secondary education.

2. It is impossible to identify with any certainty which secondary school students are college bound. Many change their plans during the later years of school and even after secondary school graduation. In the years since World War II, Federal subsidies have made college education available to many who, at the time they were in secondary school, thought college impossible for them.

3. The practice of some colleges is to accept secondary school graduates no matter what type of curriculum they may have followed. The publicity given to this practice tends to encourage students to choose secondary school courses without much reference to educational objectives. As a result, secondary school counselors find it more difficult to steer college-bound youth into the courses that are considered most suitable.

4. There are some educators who believe that a satisfactory secondary school education can be given both college-bound and non-college-bound students in the same classes at the same time if individual differences are provided for, that there is more likeness than difference in the needs of the two groups. It may be that differentiation of college preparatory and nonpreparatory programs has been carried further than conditions require. Further and more definitive research in this area would be extremely useful.

In much the same way as college participants can help in secondary school curriculum deliberations, school personnel as observers and participants can be helpful in curriculum matters that may, at first glance, seem to be far removed from the secondary field. Such participation makes them much more aware of the whole educational structure of which they are building an important part. College personnel find that secondary school people can be very practical critics and counselors.

When an over-all evaluation of a curriculum is desired, the point of view of educators from a somewhat different experience is extremely helpful and may well be cultivated. The element of detachment makes for clarity of view or at least a fresh and questioning attitude toward the system under discussion.

There have been a number of instances in the past where colleges individually or collectively have established curricula or entrance requirements without consulting secondary school personnel. Sometimes they have unwittingly and unintentionally caused hardship on individual students or on schools whose curricula did not or could not for some good reason be made to conform to the college requirements. Inclusion of secondary school personnel in the discussions leading up to these changes would in many cases have resulted in a different decision. There is of course a considerable problem of procedure

involved, for most decisions about college curricula are made in faculty or administrative meetings. Secondary school personnel are not present unless specifically called in, and it is difficult to know in advance what committee meetings ought to be set up to include them. In a similar way school curricula are set up in administrative or other professional meetings and it is not easy to foresee which discussions and which actions may turn out to have an effect on education at the college level.

Co-operative study is especially desirable when problems of articulation are involved, when changes in school or college curricula are under consideration, and when curricula are to be evaluated. Those who have participated in such co-operative studies have found them profitable.

Curriculum at both school and college level presents many interesting and important problems. One of the most challenging of these is the question whether certain subjects should be taught at school level, or college level, or at both levels. A related problem is the question how far general education should continue and how early specialization should begin. In order to keep this study centered on the subject of co-operation, it seems necessary to limit the space given to some of these problems. They are, however, so important that they will appear again in other sections and even in other chapters.

Guidance. Guidance is inherent in the entire process of education. It is therefore a part of both school and college systems. A generation ago the emphasis in organized programs of guidance was largely vocational, aimed at helping the student prepare for suitable employment. In the last two decades, with growing emphasis on the education of the "whole individual," guidance has broadened into a complex and somewhat fluid program aimed at helping the individual with many kinds of choices.

In educational guidance the college admissions officer acts in concert with the school guidance staff. He finds that guidance is essentially a team operation, and that he must learn to play his part as a member of the guidance team. The co-operative responsibility involved requires that the admissions officer and school staff understand to what extent and in what way each accepts its share of the responsibility. It is a serious mistake for counselors from either level to try to do that part of counseling which is the prerogative of the other level. It is so easy to fall into the error of giving incomplete, erroneous, or even false information.

Educational guidance depends quite largely on estimates of the academic capacity, desire, and personal fitness of a given student for a given program. Academic potentiality is subject to reasonably objective measurements, but personal characteristics (for which we have to date very poor objective measuring devices) may have as much

to do with the student's success or failure in a college as the academic capacities that we can measure more successfully. In this area of intangibles we depend largely on subjective estimates of such qualities as desire, persistence, willingness to study, and adaptability to new situations and people. School personnel, knowing the student and his past performance, may be expected to counsel the student and the admissions officer on the adjustment that the student is expected to achieve. Admissions officers depend on the ability of school personnel to provide a report of the items most important for the college to know.

On the basis of the school's report and other available information about the candidate, the college admissions officer accepts or rejects the applicant, following policies established by his college. There is here no conflict, professional or personal, between the high school and the college; instead there is the free exchange of information by which each is trying to aid the other to serve the best interests of the student. This exchange of information is so important to the correct placement of students in colleges that admissions officers and school personnel should make every possible effort through individual contacts and through institutional, state, regional, and national organizations to have effective channels of communication.

It is also imperative that school and college personnel individually and collectively encourage continuous and co-operative studies designed to evaluate programs of guidance and to articulate guidance programs at the two levels. The colleges must be prepared to pick up with the new freshmen each guidance area that is of continuing pertinence and to build their guidance programs with the knowledge that education is a continuing process.

Perhaps before we leave the subject of guidance we ought to make one final observation. The human personality, with which guidance and admissions officers deal daily, is so complex as to defy both measurement and prediction. It is never safe to assume that we have a balanced picture of the person under consideration or that we have correctly and fully assessed an applicant's possibilities of achievement in the environment he wishes to enter. The wise admissions officer will keep in mind that such factors as determination, challenge, and maturity may cause a rather unpromising applicant to achieve more than a less-motivated person of apparently greater promise. The admissions officer should keep in mind how much there is that he does not see and how fallible is his judgment.

The School's Recommendation. Admissions officers find that a school's final evaluation of its graduate seeking admission to a particular college is an important piece of information. Assuming that this recommendation is prepared impartially and objectively on the basis of all available evidence, and used confidentially, it can be a highly valid predictor of college success, for the school is in the best position to know the student and to rate his capacities and performance. Recommendations prepared hastily, or by persons lacking compre-

hensive records, acquaintance with the student, or professional qualifications, are of course much less valuable.

Colleges and schools have been questioned as to the weight given school statements in admission procedures. Most colleges ask for and use the recommendation. Few institutions make it the primary basis of decision but many rate it as high as second or third among the criteria used to determine admission. The value of such recommendation increases as the reputation of the individual school is established for providing statements that are fair, objective, and based on the school's true knowledge of the student. The statement has added significance if it is a frank, definite, and reasonably brief consensus of the judgment of principal, counselor, and teacher. As secondary school and college personnel become better acquainted, resulting in better understanding between them, such recommendations are held in higher esteem.

There are institutional and regional differences in the importance attached to schools' recommendations. They seem to receive less attention in the North Central and Northwest than in other regions of the nation. Private institutions, as a rule, seem to pay greater heed to them than public institutions, for public institutions often are required by custom or by statute to take all secondary school graduates residing in their districts or states, regardless of scholastic record or school's recommendation. But when public institutions consider the cases of nonresident students, they usually expect both a satisfactory school record and a good school recommendation as prerequisites to favorable action.

Many private schools which have selective admissions and limitations on enrollments require a definitely favorable recommendation, and pass over those applicants whose school recommendations are negative, qualified, or vague. Public institutions often require special examinations or interviews in the case of applicants who are not recommended by their schools.

College Admission Requirements. College admission requirements can be roughly classified as quantitative and qualitative. In the early days when colleges gave a large part of their program to required sequences in languages, mathematics, literature, etc., it was considered necessary that a prospective student master certain rather fixed prerequisite subjects before he attempt college work. The College Board subject examinations and the Carnegie units were developed as two different ways of measuring preparation quantitatively, subject by subject. For decades most colleges stated their admission requirements in terms of Carnegie units, subject examinations, or a combination of the two.[1]

[1]Ellsworth Tompkins and Walter H. Gaumnitz, The Carnegie Unit: Its Origin, Status, and Trends. (Office of Education Bulletin, 1954, No. 7) Washington, D.C.: Government Printing Office, 1954, pp. 4-19.

The past half century, however, has seen continuous revision and expansion of college curricula. Most colleges will permit those who wish to study languages, mathematics, or science to begin with quite elementary courses. Degrees have been set up in many institutions with no requirement in foreign language and very modest requirements in other traditional disciplines. This makes prerequisite courses at secondary school level much less important than they used to be. While these developments were taking place, a good many studies have been published which suggest that a student's abilities, competencies, and previous academic success are more closely related to his success in college than are his Carnegie units or the pattern of his high school subjects.[1], [2]

These new points of view have focused the attention of colleges on efforts to select students by qualitative rather than quantitative measures. Colleges that use examinations for admission have shifted their emphasis toward general aptitude tests rather than subject tests. Colleges that admit on the basis of high school certificate have shifted from counting units to evaluation of grades, rank in class, and evidences of leadership, special abilities and skills. A very large percentage of public institutions and a surprising number of private ones no longer specify a pattern of admission units—or they provide alternate plans of admission for applicants who have not met the specified unit requirements. A report currently in preparation by the AACRAO Subcommittee on Admissions Policies and Practices should show exactly what the percentages are.

Admission requirements, both quantitative and qualitative, should be related to the college program of studies, should give valid guidance to those preparing for admission, and should show positive correlation with success in college. Since colleges vary greatly in their programs and in the kind and quality of students served, it is logical that admission requirements of colleges likewise be different. It is of utmost importance that the admission requirements of each college reflect its educational philosophy, its program of instruction, and the nature of its student body.

Colleges which announce subject requirements for admission usually have in mind one or both of two purposes: first, the inclusion at secondary school level of courses considered to be important prerequisites to specific college courses or programs; and second, the inclusion of secondary school courses intended to provide a desired type

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[1]Wilford M. Aikin, The Story of the Eight-Year Study: With Conclusions and Recommendations. Adventure in American Education, Vol. I. New York: Harper and Brothers, 1942. Pp. 157.

[2]Ralph W. Tyler, "Some Techniques Used in the Follow-Up Study of College Success of Graduates of the Thirty Schools Participating in the Eight-Year Study of the Progressive Education Association," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XVIII (October, 1942), 23-8.

of general education. Secondary schools generally feel that colleges can easily go too far in recommending or requiring subject patterns, and since many schools by reason of size or budget can supply only a single or at best a limited program, there are practical reasons why colleges which announce subject requirements or recommendations should stop at a point that will leave the school program as free and as flexible as is consistent with good preparation for the freshman courses of the college in question.

The student who knows he is college bound finds subject requirements a help in selecting the college he wishes to attend and a guide in completing a secondary program appropriate for the college he has chosen. But a considerable number of students do not know they are college bound. Others are vaguely college bound but do not know what college they will attend, or think they know and later change their minds. The damage of such indecision is not as great as students often fear, for the following important reasons:

1. Many students seem to be very successful in college in spite of having had what has been considered to be unorthodox or even improper preparation.

2. Catalogues show that a large portion of those colleges with published subject requirements have provided alternate plans that exempt students high in their classes and sometimes other groups from meeting the pattern. Secondary school counselors and parents might profitably pay more attention to these alternative requirements.

3. At the present time there is a continuing trend toward the use of admission tests and the modification of traditional procedures. This is especially evident in making provision for students of exceptional ability and students whose preparation has been irregular.

A college may well periodically evaluate the nature and effect of its admission requirements on its admissions. Are they helpful to students preparing for the college? Are they reasonable for secondary school students? Are they reasonable and realistic in terms of what the secondary schools can provide? Do they encourage the kind, the quality, and the number of students desired by the college? Are they based on what is now known of educational growth and learning? A consultation with selected secondary school administrators on some of these points should be very profitable.

Testing Programs. Objective tests are important as aids in diagnosing the aptitudes and achievements of applicants for admission, but they should be used in conjunction with other evidence.

Tests are of the most value when careful statistical studies have been made establishing the probable performance of a student making a particular score. Their predictive value increases if studied in conjunction with class rank, school marks, etc. In the case of the

College Board examinations and certain state and other large co-operative test programs, a good bit of such statistical study has been done and more will be done.[1] Counselors and admissions officers should become familiar with all available data on tests used by or reported to them in order to be able to interpret these tests in a way to help the student better.

Test scores reported by the schools are often poorly understood because the persons who must interpret them do not have a clear understanding of the norms used or the population segment on which the norms were established. Sometimes this lack of understanding comes from failure to study information supplied by the schools or available in general publications. Sometimes it comes from a failure of the schools to furnish the specific information required, or to furnish it, clearly identified and labeled, in the form and at the time it is needed. Schools are often hampered in furnishing test data by the cramped and inadequate space indicated for that purpose on typical printed forms. Those who prepare forms do not provide for transcription of the wealth of test data available in many secondary school files. Sometimes the difficulty stems from use of tests not fully standardized or interpreted.

It is unwise to use tests as the sole criterion on which students are classified or admitted. It is dangerous for a college to allow the impression to be circulated that a certain minimum score is required for (or will result in) admission. This handicaps the college in considering other factors which may be more important or even more valid than the test scores. It has a tendency also to take the decision out of the admissions office and put it in the hands of counselors and applicants, since a student with an unfavorable test score will, with or without the aid of a counselor, decide not to apply.

The notion that the test score is the whole basis of consideration will also make it harder for students with fair or good test scores to accept an adverse decision, even though such a decision may be based on careful and conscientious study of the whole applicant and his chance of success. Counselors and admissions officers know that many students able to make acceptable scores on tests, fail to apply their abilities to the tasks set in school and college.

It is imperative therefore, that admissions officers be in a position to temper consideration of test scores by an evaluation of the student's motivation (a thing not easily tested), along with his class rank, school marks, recommendations, interviews, etc., in coming to a decision on a particular candidate. As an aid in estimating motivation, admissions officers find it helpful to know from school recommendations and from comparison of aptitude and achievement ratings the degree to which a

[1] Henry S. Dyer, College Board Scores, No. 1. New York: College Entrance Examination Board, 1953. Pp. xxi+70.

student seems to have worked up to the level of his capacity while in secondary school.

Grading Systems and Rank in Class. Grades are used in secondary schools primarily to report pupil progress to the pupil and his parents. They are also used to report to colleges on significant aspects of an applicant's achievement. Letter grades (A, B, C, and D, for passing, and E or F for failing) are more uniformly used than any other method. Many schools use a D minimum grade for passing and a C minimum average for recommendation to college.

College admissions officers have been seeking for some sort of over-all summary of progress in addition to marks in specific courses. The two types of summary usually available from secondary schools are the average grade and the rank in class. Of these two measures, average grade has been long and widely used. Rank came into vogue at a later date, but its popularity as a measure grew to the point where most colleges now ask for it and most secondary schools are prepared to give it when requested.

Joseph P. Cosand,[1] in 1953, reviewed twenty-one research studies in which college success had been correlated with average grade (17 studies) and rank in class (4 studies). He reported a positive correlation ranging from 0.41 to 0.68 between average grade and college success. The correlation with rank in class ranged from 0.36 to 0.62. This seems to indicate that average grade in high school is a predictor of college success that is fully as reliable as rank in class. In fact, it may be a little more reliable than rank.

Cosand also reviewed twenty-six studies in which multiple correlations had been established between college success and combinations of two or three differing measures. In nearly every case the multiple correlations were higher than correlations obtained between college success and single measures. The range extended from 0.48 to 0.83. All of the highest eight correlations, ranging from 0.72 to 0.83, were obtained by using three measures. The highest correlations, 0.81 and 0.83, were obtained by using high school grades, an I.Q., and an English test.[2]

This strongly indicates that a decision based on a combination of measures will be better than a decision based on a single measure, and that a decision based on three measures is likely to be better than a decision based on two measures. The best single measure seems to be school grades, which are always available. Cosand thinks the reliability is improved by omitting the grades for activity, health, crafts, and such courses. The highest multiple correlations have been attained

[1]Joseph P. Cosand, "Admissions Criteria," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXVIII (April, 1953), 338-64.

[2]Ibid.

by using a combination of school grades with an I.Q. rating (which is one of the commonest supplementary measures reported by secondary schools) and an English test (which is often available). If an I.Q. is not available the ACE total score may apparently be substituted with good results.

Rank in class has one great virtue: the fact that it indicates how the applicant met the competition in which he was placed. In using it one should always keep in mind what sort of competition the candidate actually met, and, also, that rank is susceptible to all of the fallacies of grading practices plus the distortions that result from the necessity of listing someone at the top in a class where all are poor and someone at the bottom in a class where all are above average. When admissions officers apply rank as the principal device for screening applicants from all sorts and sizes of secondary schools to determine that one applicant will be admitted and another rejected, they are likely to commit serious injustice to many capable individuals.

The vast majority of secondary school classes are too small to contain enough cases to give much hope of a normal distribution of ability. In the larger schools where such normal distribution might be expected, it is often found that the school serves a community in which occupational or residence factors have influenced the whole population away from a typical socio-economic pattern. Sometimes in a city these differences are accentuated by allowing different schools to develop different types of curricula or to enroll students of differing occupational or professional objectives. It is not unusual for students to be segregated on the basis of tests either to separate schools or to separate programs or classes within a school. In many of these situations rank in a group may be quite deceiving unless one has much specific information about the character of the group involved. Special problems arise in the interpretation of rank earned in a private school, in a highly specialized school, or in any small school. There is also the problem of how to rate the student whose school will not or cannot rank him.

Both grades and rank are affected by social patterns. Teen-age boys and girls are often extremely group conscious and pattern their responses, interests, and work habits according to the vogue of their group. It is not unusual for girls to rank higher in both grades and class rank than boys of apparently equal ability. Boys, however, go to college in larger numbers than girls and, in the present social situation, are more likely to engage in professions and occupations where higher education is a definite prerequisite. Coeducational colleges which are extremely rigid in entrance requirements often have to take up special selection practices to obtain the particular balance of the sexes which they may think desirable. Colleges which have established a tradition of using rank in class as their principal published standard for admission and who do not wish to change to some method of

averaging school grades, can make better selections if they will add some measure of the I.Q. and an achievement test (preferably English or one including a large portion of English) as part of their basis of selection.

Dissatisfaction with rank as a measure has led some secondary schools to experiment with modifications such as ranking for a single year, including only certain academic subjects, ranking boys and girls separately, omitting students in terminal programs, etc. These modified rankings should always be explained when submitted to a college. Otherwise the college may give a wrong interpretation to the applicant's qualifications. Another source of frequent confusion is the use of an estimated rank which may be a good bit higher or lower than the actual rank. It would promote understanding if estimated ranks were always identified as such.

Counseling College-Bound Youth. Although the terms counseling and guidance are in large measure used interchangeably, it seems worth-while to present here separately from the general topic of guidance a few observations in regard to the work of helping prospective students make choices about entering college.

Preliminary ideas about going to college are formed at a very early age. An unpublished survey of 100 Indiana high school seniors and 100 recent graduates chosen from the upper 25 per cent of their classes shows that approximately one-fourth of those who are in college or plan to go to college have "always expected to go" and about the same portion of those who do not expect to go have always expected not to go. At the time they entered high school, 43 per cent had already decided that they would, or would not, go to college. Nine per cent more, making a total of 52 per cent, had decided before the end of grade nine. The sophomore year added only four per cent to the group who had decided, but in the junior and senior years 23 per cent came to a decision. At graduation 20 per cent were still undecided.[1]

A study completed in Iowa in 1949 on the basis of replies from 1,078 high school seniors showed that 779 were planning post-high school education and 79 per cent of these had "first thought or planned to attend college" before they reached their senior year in high school. Twenty-seven per cent had chosen a specific college before entering the senior year.[2]

Some allowance should perhaps be made for the fact that these and similar studies depend on students' ability to remember things that they probably do not remember with much certainty. But even when these allowances are made, the data suggest two things:

[1]Unpublished survey made at Indiana University.

[2]Gordon B. Strayer, "High School Graduates--One Year Later," College Public Relations Quarterly, II (July, 1951), 30-35.

1. More information about colleges and college education ought to be disseminated in the homes, where it is obvious that a large portion of these decisions originate;

2. Schools, in general, can well afford to do preliminary pre-college counseling at elementary and junior high school levels.

The process of acquainting children with the idea of college and with the programs and facilities of particular colleges is one that they may advantageously extend over years of time, with parents, teachers, and counselors supplying information and experiences as these may become pertinent. As the student approaches the end of his secondary school course, he may be helped also to understand the relation of his own aptitudes, interests, and emotions to the choices and opportunities that are before him. A good many bitter experiences suggest that adults should not hurry or force young people into decisions about college. There is every reason, however, for all adults in the national interest to encourage young people of superior ability to go to college or to take up other appropriate post-secondary education, so that they will be better prepared to use their abilities in the service of mankind. Colleges and schools can join together with other public spirited organizations and people in presenting the urgency of this appeal.

The ideas about college held by the adults with whom a child is closely associated have a very great influence on the ideas that will develop in the growing boy or girl. If these adults have themselves attended college their ideas are colored by the quality of their own college experience, by their occupational or professional relationships, and their experiences as college alumni. Colleges have not always kept their alumni abreast of current developments. The result is that alumni who are parents, teachers, and friends of growing boys and girls sometimes spread a good many erroneous ideas even about the institutions they attended.

In the Indiana survey noted above, the respondents were asked the question: "Where did you get most of your ideas about college?" Since it was an open-ended question, students were allowed to make multiple or complex answers and all answers were tabulated. The table on the following page shows the answers of 200 students, listed in descending frequency.

The freshmen who entered the State University of Iowa in 1953 were asked the question: "What was your principal reason for deciding to attend SUI instead of some other college?"[1] As might be expected, the large majority of the answers were in terms of such items as course of study, location, finances, and environment. Of those who gave a reason in terms of personal contacts, 62.5 per cent mentioned recommendations of friends or relatives, 25 per cent mentioned the influence of parents, only 12.5 per cent mentioned the university's personnel and publications. In interpreting these data the reader

Source of Ideas About College	Number Who Mentioned Each	Per Cent of Total
High school teachers	86	20+
College students	79	19-
Family	61	14+
College literature	55	13+
Visits to campus	34	8+
College representatives at high schools	23	5+
Books	23	5+
College alumni	18	4+
High school students	18	4+
Friends	16	4-
Movies, radio, and church	10	2+
	423	100

should keep in mind that a large portion of students decide to go to college and often choose the college they will attend before they have any direct contact with the college, its representatives, or its literature.

In a study, based on 1000 freshmen at Michigan State College, which attempted to identify the persons "most influential in helping the prospective college entrant make his choice of a particular college," it was found that fathers were reported as most influential by 29.3 per cent of these students, mothers by 28.7 per cent, a friend or friends now enrolled in the school 21.1 per cent, followed by high school teachers and alumni of the college. The official representative of the college was reported as "most influential" by only 5.7 per cent, but was given a secondary position of influence by an additional 14.1 per cent. Twenty-eight per cent of a freshman group at Michigan State College decided to enroll at that college after they were graduated from high school, and 44.2 per cent during their senior year, leaving 27.8 per cent who had decided before entering the senior year.[2]

From these studies it becomes clear that college representatives counseling young people in the secondary schools, are usually interviewing students who are already interested in college. In fact, in many cases they are interviewing students who have already made a tentative choice of the college they wish to attend. The function of the college representative is, therefore, chiefly to clarify the information of students who want to go to college, helping them determine whether

[1]Basic Data for a Persistence Study of Freshmen Entering Liberal Arts, Nursing, Engineering, and Pharmacy in September, 1953. Iowa City, Iowa: State University of Iowa, Office of the Registrar, 1953, p. 9.

[2]Clarence L. Schloemer, "Why They Choose Your College," College Public Relations Quarterly, IV (July, 1953), 22-8.

they can go to college successfully, whether the college they are interested in can give them a suitable education at a budget they can meet, and whether the college under consideration is, indeed, the best college for these particular individuals.

The early stages of pre-college counseling must for the most part be furnished by the school and local community. There are phases of preliminary counseling that should be started in grade school, with more specific information at the junior high school or early secondary school level. Schools with adequate guidance personnel are in a position to see that their young people get appropriate college information when they are ready for it. Unfortunately, many schools, especially the smaller ones, are not in a position to employ and give free time to a person who has special ability and information in the field of pre-college counseling. Without a good bit of preparation, opportunity to visit colleges, and time to cultivate individual students and parents, a counselor is not able to be fully effective.

Colleges can well afford to spend more time acquainting secondary school guidance personnel with the programs and facilities of the colleges. The counselor needs to see the college and its program in action and to have a chance to make his own evaluation of it. All pertinent college publications should be put in the hands of counselors and explained whenever explanations are needed.

Secondary school counselors and students frequently report that they find college publications unsuited to the purpose for which they are applied. The information in them is either too detailed and hard to read or hard to find (often said of catalogues) or too sketchy and incomplete (often said of promotional pieces). Sometimes the arrangement and indexing of material (or the lack of indexing) is blamed. The AACRAO held a workshop on promotional publications in 1953 and now has a subcommittee appointed to study catalogues.[1] Individual colleges can well afford to study their own publications and the use they are making of them.[2]

College counselors and secondary school counselors have many professional interests in common and generally profit from getting together. It is perhaps unfortunate that so many of their meetings take place under the pressure of college days, college nights, career days, etc. Many of these occasions are so complicated they are difficult to organize and neither host nor guest is free to do as he pleases with his time. Things cannot go well every time for everyone concerned and all too often at least some of the people concerned find that

[1]Claude Simpson, "High School-College Relations: Promotional Publications," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXVIII (July, 1953), 526-34.

[2]William Glasgow Bowling, "An Appraisal of College and University Publications Used for Promotional Purposes," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXIX (October, 1953), 69-80.

the occasion has not been particularly helpful. Many people in both schools and colleges feel that joint study of ways to improve these days or nights, as the case may be, would be one of the biggest steps that could be taken in school-college relations.[1]

Admission to College. The essential act in admission is a decision made by the college to accept a given student, but there are many preparatory steps in which school counselors, parents, and other professional and lay people, have an important part, including ample opportunity to influence the student toward or away from college and toward or away from a particular program in a particular college.

At some colleges admission is looked on as a sort of contract between the student and the college in which the college declares that it has investigated the student and finds him able with reasonable effort to complete a particular course of study, while the student pledges himself to supply the effort indicated. At other colleges the attitude is taken that freedom of education, which is a fundamental American freedom, requires that every person be given a chance to develop his maximum abilities. Those colleges are reluctant to deny a person admission simply on the ground that he appears to lack ability. They prefer, instead, to counsel a poorly-qualified student on the problems and difficulties he will meet in college and then allow him, if not deterred, to enter and go as far as he can. With such handling, some students of strong motivation even though poorly prepared or limited in ability reach their educational goals.

Counselors who are well informed regarding individual students and well acquainted with various colleges and their offerings can help students make rather accurate tentative decisions regarding choice of a college. This is especially true for those colleges which do not limit the enrollment of qualified students. Such counselors can also make available to the admissions officer of a college sufficient information that cases may be decided without need of much supplemental information.

Once the college has decided to accept a given student it is obligated to use all possible facilities to help him succeed in his education. A college should not lightly excuse itself for failing with a student nor should it without good reason impute the failure to shortcomings in the secondary program. College failures may result from personal problems beyond control of either school or college. Immaturity and lack of motivation are especially frequent as causes, along with poor health, financial problems, etc. Failure may also result from specific acts of the colleges such as faulty selection of students, inadequate counseling, and poor college instruction. Considering that admission

[1] "College Nights: A Report Adopted by the Middle States Association of Collegiate Registrars and Officers of Admissions," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXV (January, 1950), 299-304.

is a decision involving years of the student's life and several thousand dollars of someone's money, the consideration given to it is often much too casual on the part of both the student and the college officials.

College people expect the personnel record to go with the student as he proceeds from secondary school to college. The schools have a similar right to expect an accurate reporting to them of their graduates' progress in college. Copies of students' college records should always be furnished when requested by schools. Schools having access to such records are more able to make follow-up studies of their graduates and adjustments in their college preparatory program.

Scholarships and Financial Aids for Freshmen. There is at the present time a considerable need to clarify terminology and practices in the field of scholarships and financial aids. The establishment of the College Scholarship Service by the College Entrance Examination Board is a major development in this field and may be expected to bring about a considerable stabilization of practices and a reduction of competitive entanglements. There have also been regional and state organizations effected recently in various parts of the country. One of the largest of these started as meetings of the Big Ten-Big Seven scholarship officers association but already this group is attracting membership considerably larger than the two parent conferences. Another group of thirteen West Coast colleges and universities started in 1954 a joint scholarship program.[1] It is likely that the endeavors of these various scholarship organizations and other organizations working in secondary and higher education, if wisely and co-operatively directed, will bring answers to many perplexing problems.

Scholarships and financial aids are essentially two different, though related, problems. Scholarships are intended to recognize outstanding scholastic achievement, whereas financial aids are designed to help needy but worthy students continue their education. Scholarship recognition often takes the form of a monetary award or prize. The amount of the award has a direct relation to the competition that will be stimulated among eligible contenders, but it often has no relation whatever to financial need. In fact, it would seem that the competitive and stimulative effect is more evenly distributed if the award has no relation to need.

Scholarships are best understood as recognition of scholarly or academic excellence. It is possible, however, to have scholarships that recognize excellence in a particular field. This field may or may not be one that has been traditionally regarded as academic; for instance, it might be physics, or literature, or music, or athletics. If the field of excellence is primarily an activity or skill, and if the average academic achievement of the candidate is low or mediocre, there

[1] "West Coast Scholarship Agreement," Journal of Higher Education, X (March, 1954), 119.

are many people who would not agree with use of the term scholarship. It is difficult, however, to prevent popular use of the term, and the essential recognition involved is a recognition of excellence, even though the field of excellence may not perhaps be scholarly. In all recognition of excellence, the principal feature is the stimulative effect on the students involved either as recipients or as competitors. The prestige of an award is ordinarily re-enforced and enhanced by its monetary value. It probably is too much to expect that institutions or recipients will give up the practice of publishing the monetary value of scholarships. So it may be inevitable that those who get the most money will be considered to have won the greatest recognition, although it is extremely doubtful if any recognition or honor should be attached to awards where need of financial assistance has been a significant factor in determining the recipients.

The financial need of worthy students is a different sort of problem. Programs of financial aid spring in part from philanthropy but mainly from a widespread feeling that the public interest requires that all people be educated to serve mankind at the highest level of which they are capable. Students applying for financial aid are required at many institutions to furnish statements from their parents showing the financial ability of the family. A central feature of the College Scholarship Service is a plan by which such a statement, filed with the Service, will be forwarded to as many as three co-operating institutions. Institutions generally allot the funds they have for aid programs to applicants whom they select as desirable, in amounts proportional to the demonstrated need. This obviously brings scholarship recognition and financial aid to many of the same individuals, since an institution will in most cases think the persons selected for scholarly excellence are among those most worthy of financial assistance, if they happen to need such assistance.

Institutions are sometimes under great pressure to keep a particular program at a high competitive level—this happens most conspicuously in athletics. This results in higher monetary awards in such a field than in other fields, giving, in effect, a sort of inflation in both scholarships and financial aids in the area concerned. The result is a "free ride" for persons whose need and whose scholarly excellence both may be questionable. This situation as it exists in athletics is one of the major problems today facing administrators of scholarship and financial aid programs.

Some financial aid programs are set up to assist persons of only moderate academic ability to receive an education which otherwise might not be available to them. These programs are often public or philanthropic in origin and tend to favor a particular type or class of person or a resident of a particular geographic area. Some of them are administered by colleges, but quite often they are handled by other organizations. Examples are rehabilitation programs of various sorts;

educational benefits for newsboys, orphans, or children of veterans; scholarships sponsored by service clubs, industries, and businesses; and scholarships for members of a given family or residents of a certain locality. The various G.I. educational plans are the largest of such programs yet to be developed. A questionable feature occasionally found in aid programs for teacher training, etc., is a requirement that the student must finish the course and engage in the stipulated profession for a certain period or else pay back the money expended for him.

Any program of scholarships and/or financial aids for freshmen is of tremendous interest to both faculty and students in the secondary schools. The program may turn out to be a spur to better work, or it may be a source of despair and discouragement. Sometimes, from the point of view of the secondary schools, colleges pick the wrong candidate for a major award. Sometimes the practices followed in granting admission and making awards to athletes seem so generous that non-athletes are sorely discouraged. School counselors and principals would like for colleges to give them clearer information about their scholarship and aid plans, and about their reasons for making the selections that they do. Some school personnel feel that they should be allowed to participate in selections. Certainly a fuller degree of consultation would be worth the investment.

Placement in College Freshman Courses. A study of any sizable group of college freshmen will indicate the need for placement in college freshman courses for instruction at different levels. In colleges without selective admissions, scores on tests such as the American Council on Education Psychological Examination will approximate the national norms. Scores for freshmen in schools with selective admissions will tend to group according to established cutting levels. Tests such as the Higher Level Co-operative English Examination will show a similar range of accomplishment. Significant deviations will be shown in vocabulary, reading speed, reading comprehension, mechanics of expression, and effectiveness of expression for students with identical total scores on the English examination. Scores of diagnostic examinations in science, languages, mathematics and other areas will likewise reveal wide variations in preparation and the need for differentiated instruction.

Proper placement in areas of continuous learning assists in avoiding duplication of effort and in providing a continuity of learning experience. Many colleges have some provision for starting freshmen in such subjects as English, mathematics, and foreign languages at two or more different levels, the level being determined by placement tests or by courses completed in secondary school. As originally set up, many of these plans put much emphasis on remedial courses for students with poor preparation. In recent years, interest has shifted toward special opportunities for students of superior preparation.

There has been a tendency to provide for placement at higher levels and to encourage secondary schools to enrich their programs in the expectation that some of their students can place at an advanced level in certain college subjects.

Modifications of the college program for the students selected for superior placement usually take the form of efforts to enrich the program or efforts to accelerate the program. There are advantages and disadvantages in both types of modification. Perhaps the ideal solution would be one that would achieve a considerable enrichment without ruling out the stimulus that comes from the possibility of acceleration in exceptional cases.[1, 2, 3]

The development of well-organized and well-understood plans for placing college freshmen at the level for which they are prepared will encourage students in secondary schools to take proper academic courses and to do a good grade of work in anticipation of favorable placement in college. This will make it easier for secondary school counselors and teachers to channel college-bound students into sounder preparation. The working out of such programs will require cooperative thinking and exchange of ideas between the two levels of education. Definite improvement in articulation should be expected as a very desirable by-product.

Special and Competitive Areas. This chapter on Areas of Common Concern can hardly be completed without mentioning the problems that arise in getting athletes, musicians, actors, social leaders, and the children of V.I.P.'s generally, across the transition from school to college. Needless to say, there is often community-wide interest, indeed sometimes state and nation-wide interest, in the question of where some of these people will choose to go to college. Secondary school counselors and college admissions officers would be less than human if they were not interested too. Where there is so much interest there is bound to be tension. Even when every person concerned makes every move in the most ethical fashion known, someone is likely before it is over to feel that something happened behind his back. The competition to attract athletes is one of the major causes of friction between colleges. It causes serious repercussions in school-college relations. It is a major problem in the regulation of financial awards and in the accreditation of colleges and universities. The large amount of special attention given to students in these public-interest categories causes them, frequently, to have special adjustment problems in college.

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[1]College Admission with Advanced Standing; Announcement and Bulletin of Information. Philadelphia: The School and College Study of Admission with Advanced Standing, William H. Cornog, Executive Secretary, Central High School, 1954. Pp. 91.

[2]Gordon K. Chalmers, "Advanced Credit for the School Student," The College Board Review, Number 18 (November, 1952), 309-12.

[3]Alan R. Blackmer, "The Three School, Three College Plan," The College Board Review, Number 18 (November, 1952), 300-4.

Educational Experimentation. Continuous experimentation at both secondary school and college levels is necessary. To insure the best working relationships between schools and colleges, groups engaging in experimentation should keep other groups of both levels informed as to what they are doing, the reasons for doing it, and the results. Frequent occasions should be arranged to share experiences and obtain reactions. There are some recent encouraging signs of experimentation and combined study of outcomes such as the following:

1. Ford Foundation sponsored studies of early admission to college.[1, 2]
2. Studies of articulation between schools and colleges.
   a. Educational philosophies.
   b. The relationship of instructional practices to the development of critical thinking, democratic attitudes, and values.
   c. Counseling practices.
   d. The organization, administration, and curriculum for general education.
3. Grade predictions designed to reduce college failures such as the one at the University of Washington predicting grades in particular subjects, and studies of a more general nature.
4. Co-operative projects among schools and colleges such as the Eight-Year Study; the Southern Study; the Michigan Secondary School-College Agreement; the Illinois Curriculum Program; the California, Michigan, and Missouri state university programs.[3]

Freedom, Responsibility, and Co-operation. The core of American education is the individual student. He must be assisted in the development of his capacities to the maximum. And since students differ manifestly in their personalities and responses there must be provision for different types of schools and different types of colleges to nurture what is good in each different person. There must be freedom for all types of schools and colleges to develop either experimental or standard programs whichever may be needed. Much of the strength of American education today comes from the freedom of our system in past years. We must protect the future by perpetuating this freedom.

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[1]Russell B. Thomas, "The 'Pre-induction Scholarship' Program," The College Board Review, Number 18 (November, 1952), 305-8.

[2]Alvin C. Eurich, "The Able-Student--A Challenge to School and College," The College Board Review, Number 18 (November, 1952), 298-9.

[3]Manning M Pattillo, Jr., and L. Stout, "Co-operation Between Secondary Schools and Colleges," North Central Association Quarterly, XXV (January, 1951), 334-41.

But with freedom comes responsibility for wise choices and for exercise of needed initiative. Wisdom requires that we face reality at every point. We must recognize the great differences in environment, teaching methods, curriculum and personal responsibility between secondary school ways and college ways. The school must do what it can to prepare the student who is going to college for the things he will encounter there, and the college must begin its work at a point and in a manner that will not make too big a break with what the student has experienced in the school. The work of the Metropolitan (N.Y.) School Study Council is a good example of schools and colleges working together. The Council, made up of twelve Eastern Colleges and ten secondary schools, produced and agreed upon a statement of basic principles for working together.[1] This statement will be found in Appendix B.

In order that schools and colleges may carry out their joint responsibility to make separate but compatible contributions to the smooth and harmonious development of the persons under their care, it is necessary that school and college administrators, counselors, and teachers get together frequently to exchange information and to harmonize their thinking about the common task in which each has so important a part. The task is serving boys and girls, and the contribution most required is understanding.

[1]C. Darl Long, "School-College Relations and the Curriculum," Bulletin of the National Association of Secondary School Principals, XXXVIII (April, 1954), 359-60.

Chapter III

HISTORICAL BACKGROUND OF SECONDARY SCHOOL-COLLEGE RELATIONS

In order that those who supervise the transition of students from the secondary to the college level of education may participate effectively in the improvement of high school-college relations, it is essential that they be informed about the varied and complex movements and conditions in American education which constitute the background of this problem. It is necessary for them to be acquainted with the growth and development of education in this country, with the conditions which stimulated past and present movements for the improvement of education, with what is now happening in education, and with trends which clearly indicate the nature and scope of many of the problems ahead. In addition, each registrar and admissions officer has a major professional obligation and opportunity to be well informed on the background and current status of secondary school-college relations.

This chapter is designed to point out some of the most significant circumstances and movements in secondary school-college relations. Each reader should add to his background by further investigation according to his own interests and needs. Certainly every college should be sure it has its house in order in its relationships with secondary schools. This may well be the best preparation to meet many of the problems which will accompany the impending deluge of students.

THE DEVELOPMENT OF OUR EDUCATIONAL SYSTEM

In the early days of our country, relations between secondary schools and colleges were simple and unified. The purpose of the colonial secondary schools was to prepare students for the religious and professionally-centered curricula of the colleges. With the spread of our nation westward and the need for a "practical" education for the people, new subjects were taught in schools and colleges. Colleges began to accept a wider variety of subjects for admission and also to prescribe requirements for admission. By 1900 the great diversity of college entrance requirements had created a chaotic condition for both the secondary schools and the colleges.

Meanwhile the basic structure of American education was being formed. The Latin grammar schools of the Colonies were largely replaced by academies and by 1850 there were 6,000 academies in this country. Early in the nineteenth century public high schools made their appearance, but with a curriculum and purpose very similar to the academies.

The Kalamazoo Decision, handed down by the Michigan Supreme Court in 1872, firmly established the principle of tax support for public high schools, after which the high school developed rapidly as an integral part of American education. At the time of the Kalamazoo Decision there were only 200 high schools, but by the turn of the century there were more than 6,000. Traxler and Townsend summarize the situation existing then as follows:

> "During the time that high schools were few in number and uncertain of their place in the educational structure, they had little bearing on college admission procedures. But with their rapid growth in number and size following the Kalamazoo Decision they soon became aware that they had an important dual function to perform—preparation for life and preparation for college—and relations between high schools and colleges had become by 1900 one of the most perplexing of modern educational problems."[1]

Colleges too were changing to form the basis of higher education in America. Up to 1800 the nature and purposes of the colleges were fairly homogeneous, unified, and clearly understood by both the secondary schools and the colleges. At that time there were only twenty-four colleges in the United States and they enrolled only 2,000 students. In 1819 the Supreme Court of the United States decided in the Dartmouth College Case that the charter of a college was a contract which could not be impaired by legislative action. This stimulated the growth of independent colleges, each of which developed its own entrance standards and requirements. Thus began a trend toward diversification which created mutual problems for secondary schools and colleges.

During this same period, state-supported colleges and universities were developing rapidly, especially in the new midwest. In some cases these institutions were required by law to admit all or most of the graduates of high schools in their states who applied for admission. This concept of admitting all high school graduates, it should be remembered, developed at a time when most high schools were primarily college-preparatory centered.

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[1]Arthur E. Traxler and Agatha E. Townsend, Improving Transition from School to College. New York: Harper and Brothers, 1953, pp. 122-3.

Now that high schools are attempting to provide appropriate education for "all" American youth,[1] and to keep these youth until they graduate, it is easy to understand why there is a major problem in co-ordinating and resolving the purposes and functions of secondary and higher education. In spite of these problems there is great satisfaction in the realization that here in the United States there has developed a free and great educational system unlike any other in the world.

EFFORTS TO UNIFY COLLEGE ADMISSIONS REQUIREMENTS

In the latter part of the nineteenth century the chaotic situation in college admission requirements and practices had become unbearable for both secondary schools and colleges. Claude M. Fuess presents the circumstances concerning the colleges as follows: "The only cure for this anomalous confusion was for the leading colleges to agree on some uniform standard."[2]

This ferment in both the secondary schools and colleges could only result in actions designed to solve these crucial problems. National associations began to appoint committees and new organizations were formed to see what could be done to alleviate the hardships which had become intolerable.

National Education Association. At the meeting of the NEA in Toronto in 1891 "a group of high school principals assailed bitterly the policies governing college admissions."[3] In 1893 the NEA Committee of Ten, which included representatives from both secondary schools and colleges, made recommendations which had effects upon both secondary and college education. The Report included recommendations for reorganizing high schools, improvement of curriculum, content of courses, time allotments, and methods of teaching.

The Report of the Committee of Ten was a milestone in the development of American education and marked the first joint effort toward the solution of the mutual problems of secondary schools and colleges in this country. Fuess related the following about the Report:

> "It became a Declaration of Rights in behalf of the high school, of non-classical studies, and of the pupil who was not preparing for college.
>
> "On the whole the great promise of usefulness . . . . in the Report of the Committee of Ten lies in its obvious tendency to

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[1]Education for All American Youth. Washington 6, D.C. : Educational Policies Commission, National Education Association, 1201 Sixteenth St., N.W., 1944.

[2]Claude M Fuess, The College Board: Its First Fifty Years. New York: Columbia University Press, 1950, pp. 7-9.

[3]Ibid., p. 11.

promote co-operation among school and college teachers . . . . . for the advancement of well-marked and comprehensive educational reforms.

"In this large-scale research project the public schools were for the first time assigned their proper place in the foreground of the American educational picture . . . ."[1]

In 1895 the NEA appointed the Committee on College Entrance Requirements in an effort to adjust college admission requirements to the new conditions in the secondary schools. High school-college co-operation was evident in that there were five secondary-school representatives and five from the college level serving on this committee. The Committee reported in 1899, setting forth comprehensive recommendations for standardizing high school subjects. It did much toward standardizing college entrance requirements by urging colleges to state their entrance requirements in terms of national units. The recommendations of this Committee began to be generally adopted by both high schools and colleges when the Carnegie Foundation for the Advancement of Teaching defined the unit as "a course of five periods a week throughout the academic year." The "Carnegie Unit" to this day is largely "the coin of the realm" for the description, reporting, and evaluation of secondary-school work. However, it is receiving much criticism as no longer being entirely adequate for the function it serves. Herein lies a major problem both from the past and for the future.[2]

It is to the great credit of the NEA that it had the foresight and energy to implement these two powerful committees which became the forerunners of other committees interested in high school-college relations. In the work of such committees it is easy to find precedents, patterns and stimulation for co-operative attacks on the current problems of secondary and higher education.

The Accrediting System. Prior to the studies of National Committees on these problems, the University of Michigan in 1871, took action whereby it admitted students without examination from certain high schools where the instruction was approved by authorities from the University.

After 1871 various other state universities followed the pattern set by the University of Michigan, although in recent years some states have placed the accrediting or approving of secondary schools in the State Board of Education or the State Education Office.[3]

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[1] Ibid., pp. 14-15.

[2] Ellsworth Tompkins and Walter H. Gaumnitz, The Carnegie Unit: Its Origin, Status, and Trends. (Office of Education Bulletin, 1954, No. 7) Washington, D.C.: Government Printing Office, 1954.

[3] Directory of Secondary Day Schools, 1951-52. Shows accredited status, enrollment, staff, and other data. Washington 25, D.C. : United States Government Printing Office, 1952, pp. x-xi.

Not long after state universities began admitting students without examination, interest developed in associations of secondary schools and colleges. In 1885, the New England Association was formed and by 1895, all of the United States had been organized into six regional associations. With the exception of the New England Association, these organizations have maintained accredited lists of secondary schools and colleges. The secondary-school accreditation lists have aided in the determination of the secondary schools from which students are admitted to college without examination.

Thus the accrediting agencies, both state and regional, have had a far-reaching effect upon administrative policies, instructional programs, plants and facilities, and teaching standards of both secondary schools and colleges. In addition, accrediting associations have done much to improve relationships between high schools and colleges. It should be noted, however, that there are significant unsolved problems yet remaining in the field of accreditation.

College Entrance Examination Board. The CEEB was established on May 12, 1900. Fuess says:

> "The enlightening report of the Committee of Twelve had already indicated the conditions under which uniformity in admission requirements was possible. It was now the business of the College Entrance Examination Board to demonstrate that it could be achieved. Composed as it was of both college and school representatives, it brought the two groups together for practical ends and mutual profit."[1]

The organization of the College Entrance Examination Board grew out of a need for standardizing the many entrance examinations then being given. It started operations in 1901 when it administered examinations to 973 candidates at sixty-seven centers in the United States and two in Europe. From this modest beginning it has now developed to where it has a membership of 162 colleges and universities and has administered examinations at numerous points in the United States and abroad to 129,636 candidates in 1953-54. The membership consists largely of private colleges and universities, although a few public-supported institutions hold membership. The Board is exercising considerable influence and leadership in the areas with which it concerns itself.

Committee on School and College Relations of the Educational Records Bureau. The Educational Records Bureau was established in 1927 to assist member schools in securing reliable and comparable measurements of the native capacities and academic achievements of their pupils. Two years later the Bureau set up, as one of its several important committees, the Committee on School and College Relations.

The Committee has published five reports, in 1932, 1933, 1935,

[1]Claude M. Fuess, op. cit., p. 36.

1943, and 1951[1] which discussed possible developments in relations between schools and colleges and the responses of institutions concerning them.

Through these publications the Educational Records Bureau has contributed much to school and college relations and has played an important role in the development of better articulation between schools and colleges.

Association of College Admissions Counselors. The Association of College Admissions Counselors was organized in its present form in 1937 as an outgrowth of the Midwest College Conference. The Association now has a membership of 180 colleges and universities, most of which are located in the midwest.

The principal purposes of this association are to establish and maintain high ethical standards in relation to other colleges and to co-operate with secondary schools in the development of more effective programs of pre-college guidance. Its contribution to the total program of secondary school-college relations has been significant and is expanding.

The Development of Guidance Programs. The beginnings of guidance services came soon after the turn of the century and have developed to a point where many schools and colleges now provide excellent guidance and counseling services. This has been found to be one of the most fruitful areas for co-operative efforts between secondary schools and colleges in the development of better procedures for transition from one level to the other. Secondary schools have become increasingly aware of the importance of their functions in assuring that their college-bound youth will have complete and adequate guidance services to facilitate their selection of colleges as well as assisting in a smooth transfer between the two levels of education.

The Testing Movement. During the first decade of this century, programs of testing began to develop in the schools. At first these programs were designed to measure the achievement in certain subjects of applicants for admission to college. Group methods of testing intelligence factors were improved and were used to a limited extent in schools prior to 1917. The two World Wars gave great impetus to the testing movement and many applications of techniques learned during these periods became available for wide usage. Some of the resulting programs have been of great value to secondary schools and colleges in improving admission practices. Tests designed to measure academic aptitude have been refined until they have proved to be of considerable value in the prediction of success in college. As a

[1]Educational Records Bureau. Reports of the Committee on School and College Relations. New York 32: Educational Records Bureau, 21 Audubon Ave. Copies of the Fourth and Fifth Reports are available from the Bureau.

result of these instruments the emphasis has been shifting from the measurement of subject-matter achievement to the measurement of scholastic aptitude and from subject patterns to qualitative measurement in determining college admission status.

Recent Developments. Organizations such as the National Association of Secondary School Principals, the Regional Accrediting Associations, and the American Association of Collegiate Registrars and Admissions Officers have been greatly concerned about secondary school-college relations and have dealt with various phases of the whole problem in their publications. The AACRAO set up a committee on High School-College Relations in 1951. It is through the efforts of this committee that this publication has been developed.

During comparatively recent years, regional and state organizations have been developed for the specific purpose of improving school-college relationships. Many of these organizations have developed programs which have resulted in significant improvements in their areas. Educational institutions have also developed programs which have aided in the solution of problems of transition from secondary schools to colleges. Descriptions of some of these programs are to be found in Chapter V of this publication.

At its Conference on Approaching Equality of Opportunity in Higher Education, held in St. Louis, Missouri, on November 15-16, 1954, the American Council on Education recommended:

> THAT basic studies be undertaken by the American Council on Education of the nature of motivation for higher education on the part of high school and college age youth; of ways to improve the motivation of the youth of potential college abilities; and of ways to modify the attitudes of youth towards college attendance;
>
> THAT experiments be undertaken at the early college level in counseling, teaching, and curriculum practices aimed at reducing the mortality among able students; and
>
> THAT the co-operation of secondary schools be sought in varied experimental projects which aim to provide better guidance, teaching and curriculum practices with the aim of improving the motivation of high school students for college attendance.

Thus even today there are significant movements and events which will influence greatly the future course of education in the United States. We have both an obligation to participate in these developments and an opportunity to use them wherever appropriate for the solution of our problems in secondary school-college relations.

Chapter IV

EFFECTING CO-OPERATION-- A ROLE OF THE ADMISSIONS OFFICER

The primary purpose of this chapter is to assist and to stimulate each admissions officer and his institution to develop a more effective program of co-operative relationships with secondary schools. It is the hope and plan of the Committee that the admissions officer will find here some bases for clarifying his philosophy and implementing his program of action in this important part of his professional work.

For the sake of brevity, the term "admissions officer" is used in this chapter to mean that administrative officer of the college who deals with the particular item discussed. Since the majority of the matters involved in secondary school-college relations revolve around the admission of the student, this terminology was considered appropriate for this purpose. It is recognized that in many colleges the officer responsible for these functions will have some other title. We are here discussing what is done, not the title of the officer who does it. It is also recognized that this co-operation implies a two-way relationship between secondary schools and colleges. All those responsible for the education of youth, both before college and after admission to college, share in these responsibilities.

This chapter deals with the various major areas of thinking and action which are essential components of a program for effecting desirable co-operation between secondary schools and colleges. This material is intended to be useful both for evaluating present programs of co-operation with secondary schools and for setting up objectives and plans for the improvement of those programs. This is one of the major roles and opportunities for professional service of an admissions officer.

Communication. Good communication is a basic factor in this joint responsibility shared by secondary schools and colleges. This factor must continuously involve many programs and persons on both educational levels. Those college personnel involved in the admission of students occupy key positions in many aspects of an effective program of communication.

Mark Twain once remarked: "It is not so much ignorance that causes trouble in the world; it's people knowing so many things that

aren't so." Decisions about going to college too often are made on the basis of information and impressions which are not only incomplete but often wrong or misleading. Likewise, the college must have accurate and full information about the applicant, if his application is to be processed effectively and if the college is to render its best service to the student preceding and during his study there.

Background Information. Important in the success of any communication is the background of relevant information already possessed by the recipient of the message. The broader this background, the briefer this message need be to accomplish its purpose. It is not assumed that a college education is desirable for everyone. Neither is it assumed that any of several colleges is equally desirable for a given student or that in a given college all curricula available to him are equally advisable. This emphasizes the importance in the secondary school of the educational and guidance program. On the other hand, it emphasizes the importance of continual study by the college of those factors affecting student success and the type of student needs the college is prepared to serve adequately.

Information about the College. Colleges and secondary schools share jointly the responsibility and problems of giving adequate information and guidance to the secondary school student seeking to extend his formal education. These problems are involved in his deciding to continue his education, in his selecting a type of program and a college, and in his meeting, especially during the first term, the challenge in college.

College Publications. The admissions officer has unusual opportunities for valuable service in the many requests for information he receives from various sources: prospective students and their parents, high school teachers, counselors, educational administrators and alumni. He of course must often use supplementary printed materials in supplying answers to the questions which are asked frequently. Printed pamphlets, brochures and career statements are particularly useful and desirable to provide general guidance information. He will also use the regular catalogue-type materials to provide information useful in detailed planning for a particular degree program. Thus each college should have a reasonable amount of general and specific printed material about itself and its offerings. The admissions officer should be prepared to play a key role in developing this material.

Information for a Purpose. Information about the college should be specific for the purpose to which it is directed. Some of the categories of purposes which may be identified are: (1) to aid in general pre-college and career counseling applicable to higher education generally, (2) to aid in decisions of prospective students relating to a particular school, (3) to assist student planning and orientation after admission but before reporting to the campus, and (4) to assist the enrolled student after arrival on the campus.

All publications should present a true picture of the school in a manner easily understood. Admissions officers find it helpful to be able to select attractively prepared materials appropriate to the purpose and in units convenient and economical for distribution. Reprints of appropriate portions of various publications such as general information bulletins or catalogues can be useful for such purposes. A return card or form included with materials may be useful to the genuinely interested student in requesting additional information. Promotional materials for purely recruiting purposes without adequate and accurate basic information are useless to and are resented by high school counselors. Such materials are a disservice to prospective students. On the other hand, secondary schools become impatient with the usual college catalogue which must give a faithful and complete legal reporting of college actions and rules.

The admissions officer can help his college greatly by interpreting to it the problems which secondary schools have in keeping adequately informed about the colleges in which their students enroll. The counsel and point of view of school people are important aids in developing an effective publication program.

Personal and Group Conferences. The admissions officer must be prepared to participate in a variety of conferences both off-campus and on-campus. Opportunities for such participation in off-campus conferences with interested students and their parents are often at the invitation of the secondary school. These are frequently included in school programs of college days, career days, college-career days, school or class assemblies, and special interest or activity groups. Some schools prefer to arrange for such contacts on a more informal and individualized basis at the convenience of the college. Academic or special activity-centered programs often provide opportunities for this type of information and counsel.

College Days. No particular type of program of this kind can be considered good or bad in itself. Much depends on how these events are conducted. Much depends upon the preparation and pre-planning and upon the follow-up. Co-operative planning between secondary school and college personnel can assist the development of good programs. Admissions officers should contribute responsible leadership in the continuing improvement of programs of this type. The admissions officer, in order to participate most effectively in a given project, should be informed concerning the background of the event in the particular secondary school. This includes information as to its place in the total guidance program, the extent to which students have been prepared for the event and are ready and interested, and the provisions for evaluation and follow-up.

The admissions officer can be of definite help to the secondary school guidance program by giving students an unbiased and objective view of appropriate information which he is particularly able to give.

Answers to specific or detailed questions should be provided with authority and accuracy. The general purposes and philosophy of his particular college can be interpreted with specific and meaningful but accurate emphasis. Advantages and difficulties are found in the use of alumni or students from the campus in these types of contacts.

On-Campus Conferences. On-campus conferences or individual contacts with prospective students and their parents present special opportunities and obligations for the admissions officer. When secondary school groups on their own initiative visit the campus, staff and students on campus can welcome them and assist them to meet the appropriate college personnel, to become acquainted with the college, and to see the campus as desired. These visits are frequently motivated by special campus activity or program functions. In both cases careful co-ordination with the secondary schools involved has been found to be helpful and is an obligation of the college.[1]

Improving Admission Requirements. Because of his strategic position in relation to both his institution and the secondary schools, the admission officer has a major professional responsibility in the evaluation and improvement of the admission requirements and practices of his institution. He can and should be well informed on trends in secondary education as well as trends in the instructional programs in higher education. He can and should play a most important role in relating secondary and higher education through leadership in all matters related to college admissions.

The term "admission requirements and practices" as used here includes both the quantitative requirements and the qualitative standards used in selecting students for admission. Such requirements and standards will be appropriate if they serve as an effective bridge over which students pass to successful experiences in college.

A primary criterion for evaluating admissions requirements is the success of students in the college programs to which they are admitted. Also important and more difficult to evaluate is the question of validity of policies and practices under which students are excluded. The admissions officer has an obligation to see that appropriate reports and materials are prepared for study by the college faculty and by secondary school principals to find evidence of the relationships of admission requirements to success in college. There is, we recognize, no way to assure success in college, for there are many variables which affect the success of college students such as the nature and quality of their secondary education, their motivation and adjustment in college, and the effectiveness of the college teaching and personnel program.

[1]The Association of College Admissions Counselors has formulated a very helpful Code of Ethics. See Appendix A.

There are, of course, extreme points of view among both secondary school and college people regarding the preparation of students for college. When evaluating existing admissions requirements and policies, each college will find it profitable to procure the opinions and experiences of leaders of secondary schools which send it students. When changes in admissions requirements are contemplated, concern and caution should be exercised that there be no unreasonable and undesirable effects on the program of instruction in either the college or the secondary schools involved. Adequate advance notice of changes must be given. A co-operative method of making changes will not only avoid hardships and ill will, but also, of more importance, will increase the effectiveness of the secondary school preparation and will improve the guidance of students into appropriate college programs.

Effective Admissions Procedures. Applicants for admission often are intensely, though sometimes unnecessarily, concerned and anxious about the fate of their applications. The applicant does not know how to evaluate himself in relation to the standards of admission set by the college. This inability to unmask the "masked opponent" leads to the elaborate precaution of submitting applications to several colleges and impatience in obtaining a firm commitment on admission from the college. Improved guidance, more straightforward information on requirements, more restrained and intelligent use of scholarship offers, and the adjustment of these to family need, could eliminate much of this distress suffered by applicants.

Admissions attrition, that is, the per cent of students granted admission who do not enter, stands as evidence of this problem. A report of a study indicates these percentages range from three per cent to fifty-five per cent with averages ranging from twenty-seven per cent to forty-eight per cent for institutions grouped by type. Taking the total sample, some fifty-eight institutions, the shrinkage was thirty-five per cent. Application fees charged appear to have little relation to these figures.[1]

The admissions officer cannot avoid this problem in the handling of applications for admission. Prompt acknowledgment of materials received, keeping the applicant informed as to the status of his application, information pamphlets included with routine correspondence, planned mailings to indicate personal interest, careful and discriminating processing of applications, and counsel at the secondary school level, are some of the techniques found to be helpful.

Application and School Record Forms. The Secondary School Record form developed and adopted some years ago by the National Association of Secondary School Principals has made a distinct

[1]B. Alden Thresher, "School-College Relations: A Problem in Communications," College and University, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXIX (July, 1954), 552-3.

contribution toward solving problems of secondary school reporting and college processing. At least ten states have adopted this form.

Action to achieve further progress has been taken on the state level by many colleges in co-operation with secondary schools and state departments. California, Colorado, Minnesota, and Washington use uniform application forms adopted by each state. Michigan and Ohio colleges, in consultation with secondary school principals, have developed uniform personal and scholastic data report forms. Copies of these forms are to be found in Appendix C.

Thus many worth-while methods and procedures for reporting academic and personal records to colleges or schools have been developed and will continue to be developed, but some of these need to be studied and improved. Individual colleges have special processing problems in using such reports. The current trend in many secondary schools to use photo reproductions of the school record in reporting to colleges, in order to reduce the clerical work, emphasizes the need for co-operative action. Some of the record reproductions being received by colleges are unsatisfactory and inadequate for their purposes. The application for admission form, however it is prepared, should enable the student and the school to report that information which is necessary and helpful in the simplest, clearest and most usable manner. In addition to grades, test scores and personal trait descriptions, any background information about the school's instructional program, its guidance program, and its clientele is very helpful to the college. Admissions officers have opportunities for leadership on this and similar problems at the state, regional, and national levels.

Procedures for processing applications of those who are clearly admissible can be streamlined. These applications especially should be handled with promptness. Cases of doubtful admission should be handled with professional tact and kindness and with emphasis on the welfare of the applicant. If the applicant is still in high school, he should be given as early as reasonable every possible indication as to the probability of his admission. If his case is marginal, he should be advised what additional information, if any, including testing, is in order. These cases often merit special interviews and consultations by the admissions officer with the principal or guidance officer. Placing all these procedures as much as possible on a human-relations basis will be not only a kindness to the student but also an important factor in good public relations. Application and school-record forms clearly are an integral and important part of this process.

Orientation and Registration Programs. The orientation of the student to his college experiences is a continuous process. The emphasis on the importance of communication between secondary school and college has been indicated earlier because of the problems the schools face in starting this process of orientation to college. The

process goes on as the student enters and continues in college. The success of the process, particularly in its early stages in college, depends on obtaining adequate information about the student from his high school and distributing this information to appropriate faculty advisers and college offices. In all stages of orientation, at least through the early period of college life, continuous consultations between high school and college can prove very helpful in the adjustment process. The developing practice of conducting principal-freshman conferences on college campuses has been found to be an excellent device for achieving this end.

Pre-registration counseling programs, testing, and special guidance materials under the direct sponsorship of the college for those admitted have been found useful. Programs have developed involving summer or earlier contacts by the college with groups of admitted students. These may be scheduled on campus or at locations convenient to numbers of students. Participation by the student may be optional or required.

During the period immediately preceding classes in college an intensive program of orientation and registration for new freshmen is usually arranged on campus by the college. This involves many of the faculty and continuing students who have been selected and trained for this purpose. This formal orientation program begins with the problem of establishing good living group relationships and provides a properly balanced combination of the academic, mental, physical, social and spiritual aspects of membership in the campus community.

The end goal of new student programs is the arrangement of specific class schedules and completion of registration with a feeling of fellowship, inspiration, and readiness for the opportunities ahead. The admissions officer may have varying involvements in the planning and execution of this program. In addition to his role as the center of communications in passing on information about the student from the secondary school to the college, he is in a strategic position to exercise leadership in such things as clarification of purposes, efficient organization and procedure, and evaluation of effectiveness with respect to recognized purposes. During this period, which inevitably leads to confusion for some, it is particularly important that registration personnel be especially courteous and helpful. Care should be taken to see that the student in difficulty is referred to the proper place, that maximum flexibility to meet individual needs be maintained, and that, in so far as feasible, the details and mechanics of processing take place behind the scenes.

Reports to Students, Parents, Schools, and Campus Units. The responsibilities of the admissions officer do not end with passing on information about the student from the secondary school and admissions office to appropriate college personnel. Secondary schools and parents of students obviously retain a sincere and high interest in the

student's success after he begins college study. The first year in college is the time during or immediately after which most drop-outs occur. Reporting grades to secondary schools and to parents for the first term or year is becoming a common practice in colleges.

Techniques of providing information to secondary schools include sending copies of selected correspondence concerning admission, admission with special privilege or deficiency, refusal notices with explanations, scholarship awards, plans for orientation, special honors or deficiencies the student incurs after a period of college study, withdrawal from enrollment, and similar matters which reflect the progress of the student in college and his adjustment to campus life.

Secondary schools are frequently informed of the student's arrival and registration at college by means of a card form completed by the student and mailed on the first day of his registration. Deans' offices and other student personnel offices, as well as admissions offices, find it desirable on occasion to write special letters for the information of parents and school principals.

Communications to secondary schools about problems of adjustment and academic success or failure of individual students, and of their students in general, can serve purposes of significance in long-range planning. This information can help the schools improve their guidance programs and their academic programs of preparation for college and give them a better basis for making suggestions to the colleges.

Co-operative efforts to exchange information between secondary schools and colleges can clarify not only what information from each other is most helpful, but also how it can be passed on most effectively and economically. When "communication" is good, the best in people emerges and problems disappear.

Statistical Analyses, Studies, and Research. Much information flows through the office of admissions. This office may often not be involved in the developing record of the student after his enrollment. This places an opportunity and challenge in the hands of the admissions officer. Research of significance to schools and colleges demands that these two rich and voluminous sources of data be related.

The type of statistical analyses the admissions officer can and should prepare will vary from institution to institution and from year to year. Routine reports can become standardized for a period, permitting year-to-year comparisons to aid in educational planning. In addition, a program of special studies and research should be carried out from time to time to determine the effectiveness of various procedures and policies and to bring to light unrecognized problems. This research activity is an obligation of the admissions officer to his institution, to secondary schools, and to the educational profession generally.

Neither schools, colleges, nor students are all alike. On the other hand, the cliches and characterizations frequently used to identify differences are at best half-truths. Perfecting techniques of communication is an important problem but an even greater problem is the establishment of the facts and information which are to be the subjects of communication.

As improved techniques of keeping and communicating student records are developed in the secondary schools and colleges, the admissions officer finds data become more readily available. He enjoys greater flexibility in the ways in which available data may be grouped. The challenge to take advantage of this is a point at which ingenuity and resourcefulness are essential.

Studies are useful in giving information by type of student, such as by secondary schools from which they come, or as defined in a variety of other categories of significance for the college. What happens to students? What are their patterns of persistence, progress, and achievement? What is the effectiveness of the admission criteria, practices, and procedures? The admissions officer will profit by the assistance of secondary school and college personnel in planning and carrying out such programs. He will find it desirable to report analyses to appropriate committees for interpretation and action. Information so obtained will be useful in preparing statements of fact useful to schools, to student, or to parents in understanding the college.

An important problem in the general usefulness of information resulting from research studies is the specificity and comparability of basic assumptions and terminology. Studies involving measures of achievement or aptitude, school rank, drop-outs, admission attrition, enrollments, etc., must identify this clearly. If results from various studies are to be pooled or compared, care must be exercised that the basic assumptions and definitions are comparable. If individual studies are to have meaning, the variables must be well defined. This suggests for example the need for study leading to standardization of the basis for computing class rank. Much of this type of study has been on an institutional, often unpublished, basis and involves factors peculiar to the institution to the degree that results have limited meaning to others. An improved research publication program would no doubt have a desirable influence in recognizing and solving these problems.

Professional Responsibilities of Admissions Officers. The expansion and proliferation of purposes and programs of higher education and the changing and more varied student goals and motivations have created new problems. These are pointed up with increasing insistence by the prospect of larger college enrollments. If we are to gain rather than lose ground in attempts to individualize the handling of students, we must carefully and continuously evaluate and

improve policies and procedures, and we must perfect the art of communicating essential and accurate information.

The admissions officer is in a strategic position in his institution, in the relationships between his college and the secondary schools it serves, and in the total area of co-operative relationships between colleges and secondary schools. His is the opportunity and the obligation to exercise leadership within his institution and through participation in appropriate state, regional and national organizations. He may find it possible and desirable to exercise this leadership in establishing such vehicles for achieving co-operation where they are needed and do not exist to the end that information and ideas may be shared and effective co-operation through adequate communication may become a reality. This is one of the most important and challenging roles of a college admissions officer.

Chapter V

INSTITUTIONAL PROGRAMS

The ultimate test of all our theories on secondary school-college relations is whether they are practical and useful for a particular college or university and whether the resulting practices and outcomes are best for the individual student. Since every college admits freshman students from secondary schools, whether they be public high schools, private preparatory schools, technical schools, or others, it is reasonable to assume that each college should give attention to its relations with the schools from which its students come. This chapter outlines some of the essential components of programs of secondary school-college relations and gives examples of some current institutional practices.

Policy Structure. Each college or university should have a policy-forming group within the institution which is active in analyzing its program of relations with secondary schools, in clarifying its role in light of the institution's philosophy and educational objectives, in formulating and implementing needed action and services, and in developing the leadership within the college or university which such a program requires. In small institutions this policy group can be a committee of the faculty. In large and complex institutions, it is usually desirable that it have campus-wide representation. Registrars and admissions officers can and should play an important part in the development and operation of such groups. Admission committees frequently make an ideal group in which to center this responsibility, although the area of relations with high schools is much broader than admissions alone.

Program of Action. After policies and objectives have been set for the institution's program of relations with schools, steps must be taken to implement the program.

An institution should identify its natural constituency. College constituencies of course vary greatly according to the institution and may be based on geographical, religious, curricular, economic, cultural or other differences. With a clear understanding of the nature and source of the freshman class, the college can then seek to identify the factors peculiar to its own clientele.

An effective program keeps the institution's faculty interested in secondary-school matters. It is vitally important for the college faculty to understand the background and problems of freshmen, the kinds

of secondary schools from which they come, and the nature of the problems in which the college and the secondary schools have common interests.

It is likewise important for the secondary schools to be informed about the college, what its offerings are, what it tries to do for students, what its counseling and special services for students are, how it attempts to articulate with secondary education, what it is doing to insure effective transition into college, and a variety of other important matters. Without such essential information, there will inevitably be much ill-planned college entrance and many unfortunate results for students, for secondary schools, and for colleges.

It is axiomatic that to get co-operation between a college and its constituent secondary schools there must be frequent opportunities to meet together in an atmosphere of friendship, mutual respect, equality of status, and sincere desire to do a better job with youth. These processes will rarely occur of and by themselves. They must be sought, planned, and implemented. A review of present programs of relations with secondary schools finds wide use of practices such as the following:

1. The invitation of high school people to the campus for such events as principal-freshman conferences, curriculum meetings, guidance conferences, and observation of college classes and facilities.

2. The sending of college faculty members to secondary schools to visit classes, to talk with teachers and administrators, and to acquire a better understanding of what has happened in secondary education since they attended school.

3. Attempts to seek the reactions and advice of secondary school people when contemplating changes affecting prospective students and their schools. For some matters there are formal and continuous advisory committees; for others, it seems sufficient to call together informally a group selected to advise the college on a particular problem.

Although many problems of the secondary schools frequently seem to be of little or no concern to a particular college, the college will gain in understanding and stature if it will make sincere efforts to understand the various problems of secondary education and to use its resources as much as possible to help schools solve their problems. From such unselfish service will come understanding and working relationships which are useful and profitable when common problems between the secondary schools and the colleges are identified and attacked.

Thus by these and other methods an individual college may demonstrate a sincere desire to co-operate with secondary schools to the

end that all may benefit to the highest possible degree. These procedures have worked for many colleges. It is difficult to imagine a college which would not benefit by the use of at least some of the better current practices of co-operative relations with secondary schools.

Evaluation. Last but not least each institution will find it profitable to evaluate periodically its relations with secondary schools. Some of the questions which might be raised in such evaluations are:

1. Is there good understanding, rapport, and mutual respect between the college and its constituent secondary schools?
2. Is the program helpful to the students?
3. Is the program helpful to the college?
4. Is the program helpful to each secondary school?
5. Is the college getting the kind and number of students it should reasonably expect?
6. Is the transition from secondary school to college smooth and effective?
7. Do the students succeed reasonably well in college?
8. What changes should be made in the program?

The remainder of this chapter consists of statements of collegiate programs and policies in the area of secondary school-college relations selected to be representative of various kinds and sizes of institutions of higher education.

CATHOLIC UNIVERSITY OF AMERICA[1]

The Catholic University of America maintains a program of affiliation for high schools and institutions of higher learning. The authorities of the University, as well as state accrediting agencies, regard affiliation as the equivalent of "accreditation" in its best and most modern meaning.

While it is understood that every Catholic institution has aims and principles in common with other similar Catholic institutions, affiliation also recognizes that each institution has special objectives peculiar to itself and affiliation will assist the institution in every way possible to achieve these objectives.

In the affiliation of an institution, attention is centered on the manner in which the institution as a Catholic undertaking performs its tasks of instruction as a whole. Consideration, of course, must be given to matters which have an important bearing on instructional

[1]Statement furnished by Catherine Rich, Registrar.

efficiency—such as the financial resources, buildings and grounds, the organization of the curriculum, the administration, the library, the laboratories, admission policy, graduation requirements, student activities, and faculty competence.

The general benefits which may be expected from this affiliation are:

1. The strength that would naturally come to all affiliates from a union for a common purpose.
2. Information on current thinking in educational circles, to be disseminated by regular bulletins sent to affiliates by the University without cost.
3. The University as a source of information on all academic matters, such as textbooks, reading lists, types of examinations, educational policies, curriculum, catalogue and library standards, and assistance regarding various problems involved.
4. Facility in co-operating in investigations of common interest to affiliates.
5. Special institutes, workshops, and meetings for different classes of academic officers and administrators to discuss common problems, including basic information on organization and administration for the establishment of an institution or for the new administrator.
6. Evaluations of the organization, administration, objectives, outcomes, and physical plant of affiliates by experienced evaluators, with a view to giving constructive criticism and detailed information in such phases of an institution as are rated as weak.
7. Assistance also, either for individual institutions as a whole or for individual phases of an institution, when dealing with outside educational groups, such as accrediting agencies.
8. A standard testing program for the secondary schools for purposes of checking student achievement and teaching results for which high school diplomas are issued to students who have fulfilled the requirements and are properly certified.
9. Auditioning of music students which includes the evaluation of individual student performance, as well as constructive suggestions and evaluations of the music program as a whole.
10. Special surveys of libraries are made by expert librarians, giving direction for general and specific procedure for the improvement of library facilities and organization.

The work of affiliation is carried on by a special committee composed of administrators and faculty of the Catholic University of America, including experts in special fields.

COLORADO SCHOOL OF MINES[1]

When the serious shortage of engineering graduates developed several years ago, Colorado School of Mines, which is devoted exclusively to mineral engineering, began to implement its high school-college relations in specific ways:

Admission Requirements. As a state-supported college, the Colorado School of Mines owes an obligation to serve the people of the state, and the students in the local state high schools. An investigation in 1951 showed that, in the twenty years since a change in entrance requirements had been made, solid geometry was no longer offered in the high school curriculum of eighty per cent of the high schools in the state. Thus, the graduates of eighty per cent of the state's high schools were denied admission to the Colorado School of Mines through no fault of their own. A change in the mathematics requirement for admission, plus wide usage of the College Entrance Examination Board tests, has overcome the problem, and has strengthened the admissions policy at Mines. The quality of each freshman class has shown that the policy is valid and workable.

Co-operation with Counselors. The Colorado School of Mines realizes that counselors in local high schools need more information about the opportunities for those of their students who are interested in engineering. The basic idea of the new program of co-operation with counselors is not to "sell" the School of Mines, but to provide a wealth of informational material which the counselor may use when discussing college plans with his students in the local school. A Counseling Folder was developed, including twenty-six items of information about engineering opportunities, careers in engineering, areas of mineral engineering, scholarships, Selective Service obligations, aptitudes necessary for success in college and in engineering, general information concerning topics to be considered in making a choice of a college, etc. These Folders were sent to 253 Colorado high schools, and to 3250 selected high schools and private schools in the United States, Alaska, and Hawaii. Each year a packet of new material and the current catalogue is sent to these schools to bring the Folder up to date. The requests from counselors for additional copies of some informational material, offered free, has resulted in printing over 45,000 copies of one pamphlet which has shown that wide use is being made of this material, and many students are being encouraged to think about college opportunities.

High School Visitations. State-wide visitation to the high schools by the Director of Admissions has become routine procedure each year. In these visits every assistance is given to the counselor of the school in his program in progress, and interviews are held with

[1]Statement furnished by H. Dean Burdick, Director of Admissions.

students interested in all areas of engineering as well as with those whose interests center in the areas of mineral engineering at Mines. Participation in the system of thirty-four College Day programs in areas of the state is an integral part of the visitation program, for many first-contacts are made in these programs for personal interviews later in the academic year. The College Day programs are sponsored by the Colorado Council on High School-College Relations, and in five years the tremendous increase in the percentage of high school graduates enrolling in Colorado colleges in the fall has placed Colorado among the leaders of all states in the nation. The College Day programs carry out the basic idea of "counseling" students about colleges instead of "selling" them on a particular school, and results are proving that this idea has basic values.

Office Operations. Emphasis is continually being placed on answering the questions of interested persons, especially those asked by parents, both during personal interviews in the office and in each piece of correspondence. A program of contacting parents of the high school inquirers has led to a reputation for counseling all applicants to find the "right school for the right man." A conscious effort is continually being made to assist each young man to find the right college in which he may realize his educational goals, either in the Colorado School of Mines or in other colleges more suited to his needs.

Parental Visitation. During the first week in August, the Director of Admissions visits the parents of each Colorado student who has been accepted for admission. The purpose of this visit is to acquaint the parents with someone from the School with whom they may talk and to whom they may write in the future, to discuss any questions which they may have about their son's transition from the home situation to a college campus. This program assures the parents that a personal interest is taken by the Colorado School of Mines in their son's progress in college.

Summary. These programs have resulted in better counseling about engineering on the local high school level, better understanding on the part of the student of what opportunities college holds for him, a realization that a college treats him as an individual and is interested in his progress towards his goal, and efforts to bring the parents into the college-student relationship. The program is continually expanding as new ideas are discovered and new practices tested.

FLINT JUNIOR COLLEGE[1]

The Junior College of Flint, Michigan, approaches the problem of high school-college relations on the basis of providing a counseling service which high schools would not ordinarily give their students.

[1]Statement furnished by Clyde E. Blocker, Dean of Men.

For example, the college administers a battery of tests, i. e., A. C. E., Kuder, and Vocations Check List, to the senior classes in the three Flint high schools. This service is also offered to parochial schools and high schools outside the City of Flint. The results of these tests are given to high school counselors and principals, and they may use them in any way they see fit. In smaller schools where a testing service may not be available, a real need is fulfilled.

The other procedures used in high school relations include visits to the high schools, contacts with counselors, principals, and students through letters and other correspondence, the distribution of printed matter describing curriculum and outlining the wide variety of educational opportunities offered by the College. Flint Junior College provides speakers for P. T. A. and other interest groups in the entire Flint area and is now in the process of developing a set of slides which will be used to explain the total educational program. These slides will outline the regular Junior College day program, and, in addition, the courses offered by the Mott Foundation. The Mott Foundation courses include hobbies, noncredit vocational courses, high school courses, and the Junior College evening division. Junior and senior classes in surrounding high schools are invited to visit the campus to discuss and clarify their educational plans.

The most important aspect of high school relations is counseling with students in such a way that they will appreciate and accept their strong points and weaknesses. Many high school students are quite unrealistic about their limitations and about college work in general. Flint Junior College intends to help them recognize the advantages of college work while at the same time giving them a more accurate picture of the requirements they must meet. This counseling takes place in both group and individual interviews.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY SCHOOL-VISITING PROGRAM[1]

At the Massachusetts Institute of Technology, Admissions Office representatives have visited schools for many years. More recently, however, this program has been considerably expanded to include members of the faculty and administrative staff, so that over the past five or six years, some fifty people have participated in this program to a greater or less extent.

The basic objective of the school-visiting program is to provide guidance and to further the educational objectives of the secondary schools. It is not regarded as a recruiting device, except in the very broad sense that over a period of years it tends to attract abler

[1]Statement furnished by B. Alden Thresher, Director of Admissions.

students and those more strongly motivated to the fields of work represented at M. I. T. It is not in any sense planned as a program for signing up freshmen for the ensuing September.

The program requires careful selection and thorough briefing of the people participating. Each department head is asked to nominate one or more younger members of his department faculty, usually at the assistant professor level, who seem adapted to this type of activity and who, he believes, might be interested in it. The department head agrees to release these men for a week, usually during the fall term—in rare cases two weeks—and to make arrangements for their classes to be covered. The group thus consists of volunteers who have a genuine interest in these activities.

Careful briefing is given to all participants at a number of meetings at which all aspects of the work can be fully discussed. Notes, instructions and literature are also distributed to them so that they become thoroughly familiar with the objectives of the program.

The Admissions Office carries on advance correspondence with schools, plans routes and schedules, and makes all necessary travel arrangements. Travel expenses are paid. An initial letter to the school principal inquires whether he would like a member of the faculty to visit the school, and suggests that the guidance counselor may wish to assemble a group of students selected in advance for their potential interest and aptitude in such fields as science, engineering, architecture, city and regional planning, industrial management, premedical study and science teaching, all of these being fields represented at M. I. T.

We avoid wherever possible making speeches to large, unselected bodies of students. The discussion with the student group is kept very informal. It is made clear that the discussion is not merely about a single institution, but has to do with schools of the type of M. I. T. and with the various professional fields to which their training leads. It has been found that schools not only welcome this approach, but in many cases utilize the visit as an integral part of their normal guidance program. School visitors are of course carefully coached not to be drawn into making comparisons among institutions or into making comments on other institutions which are other than favorable.

The size of the groups seen in schools varies widely, but averages ten to fifteen students. These visits are not thought of as "interviews" but rather as guidance seminars, and students below the senior year are encouraged to attend.

The school-visiting program is carried on in close co-operation with the M. I. T. Educational Council, an organization of some 600 carefully selected alumni who co-operate in the counseling of students and who maintain close relationships with schools. A visit to a school

is typically carried out in company with the local alumnus who has been associated with that particular school. The local alumnus can often give an introduction and entree which is useful for the visitor, and the visitor in turn can show the alumnus the approach the institution takes in discussing these problems with schools and students.

The school-visiting program two years ago reached a peak of some 600 school visits during that year, and is currently running at a level of something over 400 per year. Since the majority of faculty members can spare only a single week from teaching, it means that Admissions Office representatives and other administrative officers usually have to cover the more distant areas where it is hardly economical to plan trips of under two weeks in length. It is only rarely that these visits coincide with "College Nights" and M. I. T. therefore normally relies on alumni to cover such affairs.

The program has two advantages: first, it brings into direct contact with students and guidance people a representative group of M. I. T.'s ablest and most effective younger faculty members, who can speak at first hand about the professional fields which they represent, and who are not thought of as "field agents" or "recruiters." Second, it develops in the faculty a group of substantial size who have come to know at first hand some of the problems of articulation between high school and college. This is of great importance, since few college teachers normally understand these problems, or take an interest in them. Almost without exception, participants in the program come back full of enthusiasm, feeling that they have engaged in a stimulating and broadening experience, which they are anxious to repeat. It is the policy to send each man to a different area each year, and normally count on some rotation in the job, with each man serving two to four years, so as to broaden the participating faculty group.

It is recognized that there are limits to the usefulness of any school-visiting program which involves only representatives of a single institution. M. I. T. looks forward to co-operating with other institutions to a much greater extent than is now the case in school-visiting programs. Such visits should be regarded as contributions to the guidance programs of the schools, and the visitor as representing a broad group of institutions, perhaps with certain resemblances or common interests and not merely as an advocate for his own institution. Such a project, at least in the early stages, might simply supplement the current typical, individual-institution school visiting plans. Eventually, it might in large part supplant these individual efforts. It might be expected that such a development would be welcomed by the high schools, some of which have become, understandably, rather hostile and defensive toward visits from individual institutions.

Another natural outgrowth of such activities should be a closer articulation of high school and college curricula, encouraged by more classroom and laboratory visiting on both sides.

M. I. T. looks forward also to much more school-college organization for guidance than is now found in most eastern states. They feel that College Nights and school visits, as well as plans for bringing school representatives and students to the campus, are all special cases of the broad problem of guidance, which in turn is an integral part of education. It is felt that the long-range approach to this problem should stress the objective of giving the student the guidance and help which will best contribute to his education and to his choice of a field of work for the future.

NEW YORK UNIVERSITY[1]

New York University's secondary school relations program, while administered by the Office of the Dean of Admissions and Registrar, is an all-University year-round function which utilizes the resources and skills of every department in the institution.

Visits to Schools. From September to June, representatives of the University visit approximately 400 secondary schools in Eastern United States for the purpose of interviewing applicants and outlining New York University's undergraduate programs of study to principals, teachers, guidance counselors, parents, and students. The summer months are spent in analyzing the past year's experiences, preparing statistical studies relating to secondary-school relations, and planning the program for the coming year.

Campus Services and Projects. In addition to an extensive visitation schedule, the University is host to countless secondary school students and their parents who visit the institution daily to discuss problems related to educational plans, to tour the facilities, and to be guests at special events. The special events include athletic as well as nonathletic contests and demonstrations. For several years, in the appropriate season, the University and its alumni have sponsored large-scale interscholastic meets in track, cross-country, swimming, and fencing. The Physical Education Department presents an exhibition of skills and techniques each Spring for the benefit of secondary-school students contemplating a career in this field. Contests for prospective college students in debate, mathematics, and Latin are annual features. Career conferences for prospective engineers, teachers, and retailers are scheduled each year. All of these events have proved to be interesting and worth-while experiences for the participants and for the University. The University's facilities for student welfare, including the Testing and Advisement Center, the Reading Institute, and all of its guidance and advisory facilities are made available to interested secondary school students.

[1]Statement furnished by Elwood C. Kastner, Dean of Admissions and Registrar.

Speakers' Bureau. To help in bringing the University's resources to the community, an active Speakers' Bureau functions within the structure of secondary school relations. Throughout the year specialists in many fields may be found speaking in secondary school assemblies or career meetings, addressing PTA meetings, or appearing before school faculties.

Audio-Visual Materials. Audio-visual materials have an important role in New York University's secondary school relations program. A general information catalogue You and New York University, A Guide for High School Seniors has been distributed for many years. Far less formidable and much more readable than the usual college catalogue, this publication has been well received in the secondary schools. A booklet, "How to Study," has also been distributed among schools with gratifying results. The Admissions Office of the University devised and distributed to thousands of schools a novel, circular "Admissions and Career Wheel" with movable parts which, when properly adjusted, shows the observer the precise admissions requirements of a particular division of the University as well as the careers for which the student may prepare in that division. A twenty-five minute film depicting University life and showing the experiences of two students as they pursue their studies at New York University has been exhibited before groups of secondary school students. The film was a gift of the Alumni Association.

Reports to Schools. It has been noted many times that the secondary schools are keenly interested in knowing more about the accomplishments of their graduates who are now attending colleges and universities. New York University automatically forwards a transcript of grades for the freshman year and thereafter, upon request, transcripts of upper-class grades. For each secondary school represented in the University a correlation study is made of the relationship of the school achievement with college achievement. This information is provided to secondary schools which may be interested in studying the effectiveness of their college preparatory curricula.

Summary. New York University envisions its secondary school relations program as a useful and educationally sound means of extending guidance and advisory services into those secondary schools which evince an interest in its offerings in higher education, as well as an excellent means of achieving a better understanding of the problems of secondary schools. To each student who comes to the attention of those engaged in secondary school relations activities, the University pledges its optimum objective assistance in aiding that student to select a program of studies and an institution of higher learning appropriate to his aptitudes, interests and personality.

OBERLIN COLLEGE[1]

The Director of Admissions is responsible for planning and carrying out the relationships with secondary schools. To assist him and his staff there is a faculty Committee on Admissions and Relations with Secondary Schools. This group is a policy making body and clearing house for new ideas.

The Director and Assistant Director make the annual visits to secondary schools which have the dual purpose of presenting the programs at Oberlin to the students interested and of conferring with the secondary school principals and guidance personnel. Whenever possible, services of the Admissions Office are offered to assist in pre-college counseling through the media of college-day programs, parents meetings, panel discussions and the like.

The Alumni of Oberlin College are being organized in various localities to provide additional sources of contact and information for secondary school administration. It is not intended that Alumni should disrupt the secondary school program by requesting permission to talk to students, but rather that they should offer services as a channel to the Admissions Office and to assist by representing the college at College Days when an official representative cannot be present.

Secondary school personnel are urged to visit the campus and when they do so opportunities to talk with various Deans, faculty members and students are arranged. The chance to visit classes and tours of the campus are offered.

In October of each year, after registration has been completed, a notice is sent to each secondary school from which a student has entered Oberlin, giving the names of the student or students who have registered in the freshman class. At the same time a transcript is sent of the freshman year record of any student or students who enrolled in the previous year.

The Director of Admissions participates actively in the field of high school-college relations through the High School-College Relations Committee of the Ohio College Association and the various other associations dedicated to this purpose.

PACE COLLEGE[2]

Pace College is an urban, co-educational, nonresidential college with a day enrollment of 650 and an evening enrollment of more than 3,000. Students are drawn almost exclusively from schools in the

[1]Statement furnished by Robert L. Jackson, Director of Admissions.
[2]Statement furnished by Samuel A. Nock, Registrar.

Greater New York area. They enroll for B.B.A. degree and certificate programs in accountancy practice, business administration, marketing, and secretarial studies; and in B. A. programs in English and Social Science. The college uses various methods for maintaining high school relations.

Luncheon Career Conferences. Twice each semester the college invites high schools in its area to send representatives to luncheon career conferences. Students, principals, guidance counselors, and parents of students attend. Invitations are sent to those who can profit best from such conferences, or contribute to their efficacy. At the lunch tables students and high school representatives may discuss informally with Pace faculty members the problems of continuing education; later they may visit the various physical facilities of the college, and then continue discussion into the afternoon.

Scholarships. On the basis of competitive examinations, full and partial scholarships are awarded each year. The scholarships are publicized in all the high schools in the area, and further materials are sent to counselors and principals.

Visits. The Office of Admissions sends representatives, both from the Admissions staff and from the faculty, to the high schools in the area, if such visits are requested. Participation in college days and nights is part of the program. As far as possible, alumni of the high schools visited are asked to make the visits.

Speakers. All the high schools in the area are periodically notified by printed folders of the availability of members of the Pace faculty to speak on their particular subjects or on problems of education. This activity emphasizes educational enlightenment, not publicity for the offerings of the college.

Discussions with High School Representatives. Because quite a group of high school representatives will visit each Career Conference, there is good opportunity for meetings with them and for an exchange of advice and counsel. The college has profited greatly in these conferences, for the visitors are invariably cordially outspoken. Because the schools concerned are located in an area comparatively small, there is also opportunity for some informal visits to schools or for high school people to visit the college at any time.

Admissions Guidance. Every applicant for admission to Pace is required to visit the college for an interview with a guidance counselor. Some of these counselors are permanent members of the Admissions staff, who are always available; but at busy times faculty members also participate. The results of such interviews are often reported to high school counselors, and better co-operation results; or perhaps high school counselors prepare students for such interviews, and again better co-operation results.

Meetings. It is college policy to have representatives of the staff attend as many meetings as possible in which matters of high school-college relations are discussed.

Summary. The college works toward constantly improved relations with secondary schools, using all facilities, as well as the services of staff and faculty, in encouraging exchange of information and counsel. Limited curricular offerings to the applicants from a limited area give direction to policy; but the number and variety of secondary schools in the area, and the cordial co-operation of their representatives, make possible an extensive as well as an intensive program.

REEDLEY COLLEGE[1]

Reedley College is located in Fresno County in the heart of the California San Joaquin valley. There are two other junior colleges plus one state college in Fresno county—one junior college is twenty-five miles, the other ninety miles, and the state college is twenty-four miles from Reedley. The area served by these institutions is primarily agricultural, but with considerable and expanding industrial development taking place in the larger metropolitan area which is the location of one of these junior colleges and the state college. A fourth junior college drawing students from this region is located in an adjacent county within twenty-eight miles of Reedley.

Reedley College was established in 1926 as a part of the educational program of the Reedley High School District and still continues to be a part of this district. Ten high schools in the general area contribute the major portion of a student body of approximately 600. With twenty-six per cent of the students coming from the local district high school, the importance of maintaining adequate relations with the remaining out-of-district high schools is obvious.

First Contacts with Students. Contact with these high schools and their graduates is attempted on a continuous basis throughout the twelve-months period. Original contact with the senior classes, from which the college freshman class for the following year will come, is established near the end of the fall semester. High school senior-problems classes ask puzzling questions of their teachers about colleges and college offerings. College officials have volunteered to visit these classes, taking with them former students of the high school who are now attending Reedley College, to present some first-hand information on college life, particularly in a junior college.

This procedure of devoting a day to meeting individually with all senior-problems classes of a given high school has gradually replaced

[1]Statement furnished by Leo Wolfson, District Superintendent, Reedley College.

the former practice of having college talent present an assembly program for the high school students. In certain instances assembly programs continue to be requested and are presented in addition to the class visitations. Reaction to the class visits has appeared to be encouraging. Students have expressed themselves as favorable to this procedure and the administration and teachers have displayed a very friendly and co-operative attitude.

Follow-up Services. At a later date and near the middle of the spring semester one or two days are designated for the Director of Guidance of the college to spend at each high school. Individual conferences are held with those students who have expressed an interest in attending Reedley College. Often one of the College Deans will accompany the Director on this visit so that sufficient time may be allowed to each student. A conference schedule of approximately four interviews to an hour will have been set up by the high school guidance people. Certain guidance and personnel information from the high school is also made available for the interview. Here college offerings and problems are discussed privately with a tentative study list being set up in preparation for college entrance.

Other departments of the college also will be working at this same time to establish closer communication with the high school. For example, a college agricultural instructor may appear on a program planned by a high school agricultural club, or the club may in turn be invited to inspect the agricultural facilities of the college.

Entrance Placement Examinations. It has been the practice of Reedley College to hold three administrations of the entrance placement examinations: one in the spring, usually in May; one in the fall prior to September registration; and the third at mid-year. While the major portion of examinees are tested on campus, certain high schools have preferred that the tests be administered at the local high school. This has served to lessen the transportation problem and the inconvenience in making students available. Plans for co-operative administration with other junior colleges are being worked out so that test results may be exchanged in cases where students have more than one junior college from which to choose and are undecided as to where they will attend. Many California junior colleges co-operate on a state-wide testing program using the same standardized examinations, thereby making this exchange possible.

Career Day. Reedley College is also fortunate in having the Office of the County Superintendent of Schools use its facilities for the presentation of a county-wide Career Day for high school seniors. Local college students act as guides, hosts, and student chairmen of section meetings.

Summer Services. The next student contact comes during the month of July. A brochure, explaining what Reedley College has to

offer, together with a personalized letter, is mailed to each high school graduate on senior lists provided by high school principals. This is followed in August by a copy of the latest college bulletin, bus routes, bus schedules, and an invitation to appear at the college for pre-registration counseling if desired. Again the senior lists provide information for revised mailing lists. College offices are kept open and sufficient advisers are available to consult with prospective enrollees as they appear.

Shortly before the opening of school in September as much information as possible is presented on plans for the new year by way of local papers and radio stations. The fall administration of the placement examinations is also publicized at this time and a great deal of effort is put forth by all faculty members to assist students in making an orderly entrance into college.

Campus Conference for Guidance Personnel. During the month of October the Dean of Women has initiated the practice of inviting high school Deans and other guidance personnel to be guests of the college at an informal luncheon meeting. Here an open discussion is held concerning problems of college entrance, placement, certain advantages of the junior college, comparable costs, and other things that students ask their high school advisers.

Contacts with Other Prospective Students not in School. During the month of December plans are made for the second-semester work. A new brochure has been prepared and mailing lists have been revised so that only students who are not in school will be contacted. Representative college students from the different high schools have been found to be of valuable assistance in revision of these lists. This brochure and an appropriate letter is mailed about a month before the opening of the second semester calling attention to the possibility of securing a semester of college training during the slack agricultural season.

Boosters Club. Two final activities complete the major points of the program of relations with secondary schools. During the spring months the Reedley College Boosters Club will send two club representatives to each high school to explain their scholarship program. A minimum of two scholarships, one academic and one athletic, is provided for each feeder high school to be awarded at the time of graduation. Selection of the recipients of these awards is made by the principal and a faculty committee of the high school involved on the basis of criteria suggested by the Club.

Reports of Student Progress. The final activity is to assist the various high schools in the follow-up of their graduates who attend Reedley College. Soon after the regular term has ended in June, a report of student progress is sent to the high school principal concerned. This is done by making Ozalid prints of permanent record

cards and mailing them as unofficial transcripts. Reaction from high school officials indicates that this is an important part of a secondary school-college relations program.

STATE COLLEGE OF WASHINGTON[1]

The high school-college relations program of the State College of Washington stems primarily from the Admissions Office. The Admissions Committee, an administrative committee, and the members of the Administrative staff and faculty who make up the High School Visitation Committee "formulate and implement needed action and services in high school-college relations within the state."

The two committees jointly recognize two facets of high school-college relations: (1) direct contacts with students and counselors and (2) the indirect contacts made by many related departments and units of the institution. The Office of Admissions is concerned primarily with direct contact. However, the office does not fail to recognize the contributions of other units of the institution in high school-college relations.

Through its printed information, the State College attempts to keep teachers, advisers, and principals up to date on the requirements and and recommendations of its academic program. Two major documents are revised frequently and supplied to all counselors in the state of Washington, based on recommendations of the high school counselors, the departments and committees on the campus interested in scholastic achievement.

An inexpensive publication entitled Planning for Your College Education contains a list of subjects recommended to high school students interested in a college education. Grade schools, junior high schools, and senior high schools on the traditional four-year pattern order hundreds of these pamphlets each year. A large number of counselors give a copy to every student indicating an interest in a college education or in attending the State College.

Equally as important in career planning is Careers Through The Curriculum at W. S. C. This publication tells briefly the "story" of each major program of studies at the State College and is used in many high school vocational units. It serves as a valuable document for the State College of Washington and is perhaps equally important in providing career information about college programs. Although numerous departmental publications are used in the program, they are not designed to provide a general overview of curriculum planning.

[1]Statement furnished by Claude Simpson, Director of Admissions and Registrar.

Personal contacts are made mainly during the joint high school visitation program (College Days) and during the principal-student conferences on the campus. Members of the teaching faculty and the administrative staff assist the Admissions Office in the high school visitation program. These representatives are selected on an institution-wide basis to provide an opportunity for each department to become acquainted with the major objectives of the high school-college relations program as well as contributing effectively to the admissions program. For example, during the visitation program arrangements are made for the faculty member, representing the English department, to confer with the English teachers of the high schools. Arrangements are also made for representatives to confer with the librarian, the chief counselors, the principal, and other interested high school persons.

Representatives of the Admissions Office attempt at least once every two years to visit all small high schools in the state which do not have the opportunity to participate in the joint high school-college visitation programs. Representatives offer their services to the administrative staff and the teaching faculty. Each junior college in the state is also visited by a representative of the Admissions Office. One day is usually spent in each junior college discussing acceptable transfer programs with interested students.

During the past several years, many principals who come to the campus for the principal-student conferences have brought with them counselors and department heads in the major subject matter areas in their high schools. These persons participate in the student conferences as well as discuss curriculum and counseling problems with college deans and department heads. This program is one of the most fruitful areas in better high school-college relations.

Each year the Admissions Office distributes information compiled on a state-wide basis pertaining to high school graduates who enrolled at the State College as freshmen. The report covers grade point averages in high school, grade point averages earned at the State College the first semester, English and mathematics placement test results, and A. C. E. scores and percentiles. Accompanying this report, each high school principal receives confidential information giving comparable figures for his entering freshmen.

In addition, individual freshman grade slips are sent to each high school principal at the close of the first semester.

A student-faculty committee with the guidance of the Admissions Office annually conducts a Campus Visitation Day on a Saturday for high school seniors. This program is primarily a counseling service. The State College co-operates with the High School Principals Association of the state by holding to a minimum other types of programs which unduly attract students to the campus.

Representatives of the Admissions Office attend practically all the educational conferences in the state. Continuous effort is made to relay conference results to the faculty and staff of the College.

The following offices also make a continuous and definite contribution to good high school-college relations: (1) Placement Bureau: The Director of Teacher Placement is a frequent member of the high school visitation team. He also visits many teachers and administrators throughout the state. (2) Dean of Students Office: Members of this office participate in the high school visitation program as well as attend many state educational meetings. This office is primarily responsible for the principal-freshman conference. (3) Co-ordinator of General Education: The Co-ordinator has the responsibility of the Advisory Program for freshmen. He is in constant contact with principals and counselors regarding the academic progress of the students. He is also active in the principal-freshman conferences. (4) School of Education: the school has the usual far-flung activities of a teacher-training unit. (5) College of Agriculture: A large number of staff members from the College of Agriculture participate in the high school-visitation program. The various liaison committees of the College of Agriculture, the supervisors of Agricultural Education, the County Agents, the 4-H workers, and the Future Farmers organization are in constant touch with communities and high schools.

Chapter VI

STATE PROGRAMS

Public education in the United States is organized on a state basis and, therefore, differs greatly among the states. As a part of their educational programs, various groups have organized voluntarily and co-operatively to develop and maintain the best possible relations and co-ordination between the secondary schools and the colleges. Most of the more effective of these co-operative arrangements have involved associations of registrars and admissions officers and state associations of secondary school principals. Such groups have much in common in any state and make an ideal combination to attack problems usually associated with secondary school-college relations.

A questionnaire study by Claude Simpson of Washington State College, polling the members of the AACRAO High Schhol-College Relations Committee, revealed that a great deal is being done in this field by many individuals, groups, state departments, independent school groups, activity associations, test committees, principals' groups, curriculum commissions, guidance associations, subject matter organizations, etc.

The results of the questionnaire indicated that at least twenty states now have active Secondary School-College Relations Committees. A few states reported that their committees had been functioning for a period of twenty-five or thirty years. About half the current state committees have been organized after 1947. These various committees developed because of a long-felt need for co-operative action between secondary schools and colleges.

This chapter describes some of the current activities, reported by the various states, in which collegiate registrars and admissions officers are providing conspicuous leadership. There are, of course, many other extensive programs of co-operative action between secondary schools and colleges dealing with such areas as curriculum, administration, and finance. The various programs described in this chapter are those for which it has been possible to procure descriptive information.

STATE LEVEL PROGRAMS

Following are some of the existing programs operating on the state level.

Arizona. The state of Arizona formed a High School-College Relations Committee in the spring of 1954. The Committee is composed of six high school principals and six college representatives and is organized for the primary purpose of studying the problems of high school-college relations.

California. In 1936 the University of California established the Office of Relations with Schools to conduct an extensive state program of high school-college relations. It is a liaison office, serving as a clearing house for the University and the high schools and colleges of the state. It is recognized that although the activities of this office are under the University of California system, at the same time its far-flung activities result in a "state program." Among its functions are the supervision of a number of committees, including (1) Articulation Committees, (2) Liaison Committees, and (3) California Committee for the Study of Education.

The Articulation Committees are known as the Committee on Affiliation with Secondary Schools, the Junior College Conference Committee, and the Committee on Co-ordination with State Colleges. The main purposes of the Committees are: (1) to broaden and deepen mutual understandings of the particular functions and services of the respective institutions, (2) to confer on common educational problems, (3) to recommend the appointment of subcommittees, liaison committees, or special short-term committees, or establish other procedures for consideration or study of matters of mutual concern, (4) to assist in the smooth transfer of students from high schools and colleges to the universities, (5) to examine together broad aspects of the educational needs of society particularly in the state of California.

Ten Liaison Committees in subject matter areas needing joint attention of junior colleges and the University are now functioning. Representatives professionally engaged in the subject matter areas make up these committees, and the results of their deliberations are reported back to the Junior College Conference Committee.

Colorado. The purpose of the Colorado Council on High School-College Relations is to foster collegiate and secondary school cooperation in:

1. Establishing a code of ethics pertaining to relationships between all high schools and colleges.

2. Assisting with the development of a continuous guidance program from the junior high through the college level.

3. Serving as an agency for the gathering and dissemination of information pertinent to colleges and high schools, such as available educational information, vocational information, opportunities for scholarships, and financial assistance.

4. Exploring and evaluating the factors involved in the transition of students from high school to institutions of higher learning.

5. Planning and improving pre-college counseling.

6. Stimulating research on problems common to both high schools and colleges.

7. Stimulating the development of activities which bring about a closer relationship between high schools and colleges, continuously evaluating present practices in the light of sound educational policies.

8. Co-operating with the Colorado High School Activities Association, the Colorado Association of Secondary School Principals, and other agencies interested in relations between high schools and colleges.

Illinois. The state program in high school-college relations in Illinois is conducted by the Illinois Association of College Admission Counselors. The association has an official representative present at the annual meeting of the Illinois Secondary School Principals Association.

Indiana. The Committee on High School-College Co-operation for Indiana was created in 1947 and includes representatives from thirty-two accredited colleges, sixteen members of the High School Principals Association, eight from the City Superintendents Association, and eight from the County Superintendents Association. The Committee co-operates with the state Scholarship Testing Committee and the High School Principals Association in sponsoring the state scholarship test program.

The Committee directly or through subcommittees has published biennially "A Guide for Counselors in Indiana High Schools" and an annual directory of high school principals, adopted a uniform transcript blank, regulated matters pertaining to invitations extended to high school students and requests to principals for confidential information about students, and co-ordinate dates for college days.

The Indiana Association of College Admissions Counselors was responsible for the formation of the High School-College Co-operation Committee and maintains an organizational connection with it.

Iowa. The four-year colleges and the three state-supported institutions of Iowa have an organization that is connected informally with the Association of College Admissions Counselors. A Joint Committee on High School-College Relations composed of representatives from private and public schools, the High School Principals Association, the Association of School Administrators, and the State Guidance Association is in operation.

Massachusetts. Since 1947 the Massachusetts Association of High School Deans of Girls has held biennial meetings in co-operation with

the Secondary School Principals Association and the College Directors of Admission in the state.

Michigan. In Michigan there is a joint Committee on High School-College Relations composed of representatives from the State Association of Registrars and Admissions Officers and principals from the Secondary-School Association. This Committee gives attention to all matters except curriculum, which is the special province of the Secondary School-College Agreement Committee. The joint Committee has been working on such matters as college and career days, campus visitations, reports to high schools, scholarships, and a uniform personal and scholastic report form for use with college admission application blanks. During the past three years the two state Associations have held their annual meetings together to facilitate understanding and integration between the principals and the registrars and admissions officers.

Recently the executive committees of the Michigan Association of Registrars and Admissions Officers, the Michigan Secondary School Association (principals), Michigan College Association, and the Michigan School Administrators Association (superintendents) met and discussed ways of uniting their efforts for the improvement of education in Michigan and for co-ordination of the co-operative programs of each organization.

Minnesota. The Association of Minnesota Colleges, working through a joint committee on high school-college relations (including members of the Secondary School Principals Association and the Association of School Administrators), has been a strong influence for the improvement of high school-college relations in this state.

Earlier projects of the Association had to do with a common freshman application blank for Minnesota colleges (in use for nearly fifteen years) and an extensive state-wide testing program now administered in the ninth and eleventh grades. The program provides admission data for all colleges as well as extensive guidance data for high school counselors. Recently the Association working through a joint high school-college committee has conducted regional meetings around the state between high school personnel and college representatives for the purpose of developing mutual understanding concerning common problems.

Formulation of principles in athletic relationships between high schools and colleges is going forward in a committee made up of representatives of the Minnesota Association of Secondary School Principals, the Association of Minnesota Colleges, and the high school and college athletic conferences in the state.

Oregon. The Oregon Committee on High School-College Relations was set up in 1932 when the public higher education institutions of

Oregon were organized into a state system. An executive secretary who is connected with centralized activities of the Oregon state system directs the program. The Committee membership is composed of members from the University of Oregon, Oregon State College, the colleges of education, office of the Superintendent of Public Instruction, the Oregon High School Activities Association, representatives of the Secondary School Principals Association and the City Superintendents Association. The responsibilities of the Committee are officially defined as follows:

1. To convey to high school students information of a dignified and inspirational nature intended to present a clear and unprejudiced view of the offerings and opportunities at all of the state-supported institutions of higher learning. This may be done through (a) personal visitations to high schools by authorized representatives, (b) written communications, (c) group conferences, and (d) approved publications.

2. To co-operate with high school administrators in encouraging the operation of an efficient guidance and testing service intended to be helpful to high school students in their decisions with reference to college and programs they must pursue.

3. To co-operate with appropriate high school authorities in staging educational and competitive events on a regional or statewide basis.

4. To approve or reject all plans proposed to bring delegations of high school students to any campus within the state system of higher education.

5. To administer the state scholarship program authorized by Act of the State Legislature of 1935 as amended at the sessions of 1945 and 1949.

6. To collect and distribute to designated institutions names of high school seniors who signed official cards expressing interest in higher education.

This committee, which is sponsored by the Oregon State Board of Higher Education, co-ordinates its program of high school visitation with that conducted by the privately supported colleges of Oregon.

South Carolina. In South Carolina the Association of Collegiate Registrars and Admissions Officers has a special committee which works with the Association of Secondary School Principals in the field of high school-college relations. The organization of South Carolina College Representatives was brought about by the need for better co-ordination of the college-day programs in the state. This committee works with the Secondary School Principals Association in scheduling and co-ordinating the high school visitation program.

Washington. In the state of Washington, high school-college relations center primarily in the Washington High School-College Conference Committee which was organized on an informal basis in 1947. In 1953 the Committee was enlarged to include nine high school principals and seven high school counselors from the various regional principals associations and six college representatives. The entire Committee meets for one day immediately preceding the opening of the annual meeting of the High School Principals Association. It makes recommendations to the Principals Association and meets jointly with that group.

The philosophy and objectives of the High School-College Conference Committee are as follows:

1. To provide the opportunity for high school and college representatives to work together toward the common goal of getting the right student into the right institution of higher learning

2. To create a greater interest among the high school people in their college-bound students.

3. To promote better professional relationships.

4. To provide a guidance opportunity that will enable a high school student to discuss with college representatives the problems that arise when planning for college in general and for respective colleges in particular.

5. To provide an effective and economical method of informing high school students about the opportunities in the accredited public colleges of the state of Washington and the accredited private colleges of Washington and Oregon.

West Virginia. A Joint Committee on High School-College Relations was formed in West Virginia in 1953. It is composed of members of the Secondary School Principals Association, County Superintendents Association, State Guidance Officers Association, and the State Association of Collegiate Registrars and Admissions Officers. The Committee conducts the college-day programs. A clearing house for scheduling high school visitation is maintained in the office of the State Director of Guidance Services.

DEVELOPMENTS IN OTHER STATES

During the last year or so there have been some interesting developments which undoubtedly will lead to more formal high school-college relations committees and activities:

Alabama. The first organized week of college-day programs was held in Alabama during the 1953-1954 academic year.

New Jersey. The Committee on Articulation Between Colleges and Secondary Schools, in addition to its other activities, is supervising

and implementing a school-college visitation program of teachers in both types of institutions in an effort to avoid duplication of subject matter and to extend areas of coverage in the various subjects of study. The pioneer area has been mathematics.

New York. The Association of Colleges and Universities of the state of New York is working on the matter of school and college relations, in co-operation with the state Education Department, high school organizations, the various testing agencies, and others. It should be worth-while to watch the progress of the inquiry and its results.

South Dakota. In 1953 the presidents of the state supported institutions in South Dakota appointed a Committee on High School-College Relations to study the high school testing program and college and career-day programs.

Tennessee. In February, 1954, the Association of College Registrars recommended that a high school-college relations committee be formed; membership was to be made up from secondary school principals and all types of institutions in the state. The Tennessee College Association in April, 1954, approved the idea of such a committee.

Texas. A joint High School-College Relations Committee has been made up from members of the Association of Secondary School Principals and the Association of Texas Collegiate Registrars and Admissions Officers. Membership has been named from four high schools of varying sizes from different geographical areas, and from three colleges representing public universities, private universities, and junior colleges.

Virginia. The Virginia Advisory Committee on Schools and Colleges was created by the State Board of Education at the request of officers in public and private colleges in April, 1945. The purposes of the Committee are: (1) to promote mutual understanding between the various agencies in Virginia which are engaged in promoting the educational program of the state, (2) to provide a medium for the discussion of problems of common interest related to school and college teaching, (3) to make suggestions and recommendations to the State Board of Education concerning such matters as may properly come in the prescribed scope of its responsibilities, (4) to discover problems in the field of school and college teaching, and when it is necessary or desirable, secure the aid of available agencies or individuals in making suitable studies related to such problems, and (5) to assume the major responsibility of continuing and improving the annual "Work Conference of College and Public School Personnel." Recommendations growing out of the conferences are referred to the State Board of Education.

The membership of the Committee is made up of four representatives from the public elementary schools, four from the public high

schools, two from the private junior colleges, five from the four-year state colleges and nine from the four-year private colleges.

The Committee holds a minimum of two regular meetings each year, one in the fall and the other in the late winter or spring.

STATE REPORTS

Several of the state committees have published information on their activities. The following materials are available and would be most helpful to individuals or groups interested in organizing a state program of high school-college relations:

A Guide for Counselors in Indiana High Schools. Committee on High School-College Co-operation for Indiana. Available from Office of Admissions, Indiana University, Bloomington, Indiana.

Annual Report. Joint Committee on High School-College Relations, Michigan Association of Collegiate Registrars and Admissions Officers and Michigan Secondary School Principals Association. Available from Director of Admissions, University of Michigan, Ann Arbor, Michigan.

California Notes. A bulletin for counselors, University of California, May, 1954, Office of Relations with Schools, University of California, Berkeley, California.

Career Days, Career Conferences, College Days, College Conferences, 1953. Minnesota State Department of Education. Available from State Department of Education, State Capitol Building, St. Paul, Minnesota.

From Illinois ACAC. Available from Director of Admissions, Bradley University, Peoria, Illinois.

Is It College for You? Association of Minnesota Colleges. Available from Association of Minnesota Colleges, in care of Bureau of Institutional Research, University of Minnesota, Minneapolis 14, Minnesota.

Looking Toward College. Available from the Ohio College Association, Oberlin College, Oberlin, Ohio.

Manual on the High School-College Conference Plan, State of Washington. Revised Edition, 1953, Washington High School-College Conference Committee. Available from Office of Admissions, State College of Washington, Pullman, Washington.

Mapping Your Education In Oregon and Washington. Available from Abbott, Kerns and Bell Co., 338 N.W. Ninth Avenue, Portland, Oregon.

New College Admission Requirements Recommended. Illinois Secondary School Curriculum Program, Bulletin No. 9, Circular Series A, No. 51. Available from State Superintendent of Public Instruction, Springfield, Illinois.

Planning for College, A Guide for Counselors in Iowa High Schools. Available from Director of Admissions, State University of Iowa, Iowa City, Iowa.

South Carolina Colleges. Available from Office of Admissions, Clemson College, Clemson, South Carolina.

Suggestions for College Days. West Virginia Joint Committee on High School-College Relations. Available from Office of Registrar, West Virginia University, Morgantown, West Virginia.

The Handbook. State of Colorado: Revised Edition, January, 1953, Council Committee on Publications. Available from Director of Admissions, Colorado School of Mines, Golden, Colorado.

The Michigan Secondary School-College Agreement. College and University, January, 1949, Vol. XXIV, pp. 231-233.

SUMMARY

This chapter has presented briefly the developments in high school-college relations in various states. It is evident that colleges and universities are doing a great deal to work co-operatively with high schools, and that registrars and admissions officers are playing a vital role in this gratifying development. And yet the movement has only started. We need to do everything in our power to accelerate these desirable programs and to share experiences with one another.

Chapter VII

NATIONAL AND REGIONAL PROGRAMS

The work of national and regional education organizations contributes greatly to a better understanding between the various levels of American education. It is the purpose of this chapter to summarize briefly specific activities of national and regional organizations in the field of secondary school-college relations.

American Association of Collegiate Registrars and Admissions Officers.

The AACRAO has a long and successful history of interest in and effort for improved secondary school-college relations. It has regularly concerned itself with matters affecting the high schools. Beginning with its Proceedings of 1910, the Association has contributed professional literature to the fields of its interests. Its official professional Journal is College and University. A list of the recent publications of the Association will be found on the inside back cover of this book.

American Association of Junior Colleges.

The AAJC provides materials on a national basis to assist local junior colleges in making contacts with high school students. The Association publishes annually the Junior College Directory and each four years, in co-operation with the American Council on Education, the volume American Junior Colleges. Several publications designed to acquaint high school youth with the unique advantages of junior college attendance are distributed on a national basis. The Association through its summer workshops, its relations with the various accrediting associations, and in the contacts made by the central office, emphasizes the contribution junior colleges should make to secondary schools in the fields of testing, counseling and guidance, and in improved relations.

American Council on Education.

The Council is primarily concerned with the problems of its college and association members in the field of higher education. It does not have a specific program in the field of secondary school-college relations. The assistance given by the ACE to the Co-operative Study of Secondary School Standards and the test development program of the Council have had an important although indirect bearing

on relationships between secondary schools and colleges. Two typical publications of the ACE which are of particular value in the field of secondary school-college relations are: Discrimination in College Admissions and The Use of Tests In College.

Association of College Admissions Counselors.

The ACAC is an organization of nearly 200 colleges and universities. Most of the member institutions are in the middle west. To be eligible for membership an institution must be on the approved list of one of the regional accrediting associations. The principal objectives of the ACAC are:

a. The promotion of ethical standards in college admissions counseling.

b. The development of closer co-operation between secondary schools, the colleges and the universities.

c. The maintenance of friendly relationships among its members.

d. The maintenance of ethical standards in granting of all financial awards.

The ACAC publishes biennially A Handbook For High School Counselors containing suggestions for college days and pre-college counseling and information about each of the member colleges.

The Association through its annual meeting, its state group meetings, and its publications strives to promote better high school-college relations through an agreement on a Code of Ethics.[1] Copies of the Code are available in the publication Association of College Admissions Counselors. The booklet may be obtained by writing the Secretary-Treasurer, ACAC, National College of Education, Evanston, Illinois.

Association for Higher Education of the NEA.

The AHE, while conscious of the need for closer relations between colleges and secondary schools, has been primarily concerned with the problem from the viewpoint of the college administrator.

College Entrance Examination Board.

The CEEB is an organization of colleges and secondary schools which was formed over fifty years ago "to introduce law and order into an educational anarchy which towards the close of the nineteenth century had become exasperating, indeed almost intolerable to schoolmasters. The basic trouble lay in a lack of co-operation

[1]See Appendix A.

among colleges as a group and between colleges and secondary schools on the matter of college admissions."[1]

The Board is best known for the college entrance examinations it offers throughout the world. In addition it is investing large amounts of money and effort in the study of problems related to students going to college. It is actively engaged in work with some 250 colleges and 6,000 secondary schools. The program as it is related to high school-college relations deals with the following phases: (1) guidance, assisting prospective candidates in choosing among the 162 College Board member colleges; (2) the purpose and use of the College Board tests in admissions; (3) the content of the tests and preparation for them; and (4) interpretation of the tests. In dealing with these areas, the Board relies primarily upon a program of publications, although to an increasing extent its representatives visit schools and colleges.

The program of the CEEB is developed through its regular and regional meetings and through its school visitation program. The co-operative approach used by the Board is an excellent example of the type of work needed for the development of a sound secondary school-college relations program.

The Board in 1954 established a College Scholarship Service. The Service is intended to provide a co-operative solution for a problem of transition from school to college. In many cases the administration of scholarships is an indispensable and inseparable part of the administration of admissions. The Service attempts to determine financial need for scholarships and other forms of financial aid by procuring information from applicants. The information is then duplicated and sent to the college designated by the parents.

The plan is a comprehensive undertaking. Ninety-two colleges will participate this first year. Informative materials about the College Scholarship Service can be procured from the College Entrance Examination Board, 425 West 117th Street, New York 27, New York.

Following is a list of the College Board publications with which every college registrar and admissions officer should be familiar:

Achievement Test Booklets. Each of the booklets under the following titles explains how the particular College Board tests are prepared, shows examples of the types of questions used, and demonstrates ways in which they measure kinds and degrees of ability:

Mathematics. Covers tests in Intermediate and Advanced Mathematics. $.50.

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[1]Claude M. Fuess, The College Board: Its First Fifty Years. New York: Columbia University Press, 1950. Pp vi+222.

Science. Covers tests in Biology, Chemistry, and Physics. $.50.

Social Studies. $.35.

Foreign Languages. Covers tests in French, German, Latin, and Spanish. $.50.

English Composition. $.50.

Annual Report of the Director. Description of Board activities, lists of members, examiners, readers. $.50.

Bulletin of Information and Sample Tests. Advice to candidates and parents, dates of examinations, registration and fees, descriptions of tests, sample questions. 68 pages. Free.

College Admissions. A comprehensive examination of college admissions problems by a group of admissions officers and experts in closely related fields, 1953. 156 pages. $3.95.

College Admissions No. 2. Twelve discussions explore the parts played by social forces, intellect, personal factors, finances, and the processes of schools and colleges in selection for college admission. 1955. $3.50.

College Board Review. News and research of the College Entrance Examination Board. Subscription: one year (three issues), $.50.

College Board Scores No. 1. A non-technical manual on the use and interpretation of College Board test scores—practical methods of combining score evidence with other criteria in guidance, selection, and course placement—covers test norms for junior and senior class school students. $.75.

College Board Scores No. 2. Supplements the basic data contained in Scores No. 1, with information based on 1953-54 testing experience. (For publication in May, 1955.) $.75.

The College Board, Its First Fifty Years. By Claude M. Fuess. "The full story of the College Entrance Examination Board's contribution to twentieth-century education in America." Published by Columbia University Press, New York, 1950. 224 pages. $2.75.

The College Handbook. Descriptions of the 162 member colleges of the College Board, together with essential information about location, size, terms of admission, programs of study, freshman year, costs, financial assistance, and where to write for further information. 336 pages. $1.00.

Co-operative Study of Secondary School Standards.

The Co-operative Study was organized in 1933 by representatives of the six regional associations of the United States. The main aims

were (1) to determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assist secondary schools to continuous growth.

The best known publications of the Co-operative Study are the Evaluative Criteria (a guide and a tool for the development and evaluation of secondary schools) and How To Evaluate a Secondary School. The background and development of the study is reported by Dr. George E. Carrothers of Ann Arbor, Michigan, who was general chairman of the Co-operative Study for seventeen years, in his article which appeared in the October, 1954, issue of the North Central Association Quarterly.

The address of the Co-operative Study of Secondary-School Standards is 1785 Massachusetts Avenue, N.W., Washington 6, D.C.

Educational Records Bureau.

The Bureau, a nonprofit service and research agency for schools and colleges, was organized in the fall of 1927 to assist member schools in securing reliable and comparable measurements of the native capacities and academic achievements of their pupils. Such measurements, based on comprehensive objective tests over a series of years, aid materially in a continuing study of pupils, and are recognized as an indispensable supplement to other types of information currently used in administering transfers, promotions, admissions to secondary schools and to colleges, and in other aspects of constructive educational guidance.

The Bureau has a long and outstanding record of successful activity in relations with schools. Its Committee On School And College Relations has published five important reports dealing with developments between schools and colleges—1932, 1933, 1935, 1942, and 1951. The outstanding work of this Committee is superbly reported by Traxler and Townsend in Improving Transition From School To College. New York: Harper and Brothers, 1953. $2.75. The Committee is currently engaged in making a study of the transfer of students from school to college with particular reference to the adjustment of college freshmen. It also plans to work on a uniform application blank. The address of the Bureau is 21 Audubon Avenue, New York 32, New York.

Educational Testing Service.

The ETS is located at Princeton, New Jersey. In conducting its testing programs and related research activities it has worked closely with secondary schools and colleges. Through its contributions to

educational measurement and its close association with the College Entrance Examination Board, the ETS has promoted closer secondary school-college relations.

National Association of Secondary-School Principals.

The NASSP has a long history of strong interest and activity in school and college relations. The NASSP Committee recently asked the Educational Policies Committee to make a survey of the studies that have been made which have a bearing on the problems of school and college relations.

The NASSP has been vitally interested in the experimental plans of transition of students from school to college and has found merit in most of them. It has voiced objections to the Early Admission Plan set up by the Ford Fund for the Advancement of Education. It has expressed approval of the School and College Study of College Admission With Advanced Standing conducted through the Ford Fund.

The NASSP for several years has had a standard transcript form for reporting scholastic records and personal qualifications of students. These forms are available at a low cost from Dr. Paul E. Elicker, Executive Secretary, NASSP, 1201 Sixteenth Street, N.W., Washington 6, D.C.[1]

Of all the national organizations with which the AACRAO Committee on High School-College Relations might work, it seems clear that the NASSP has unusual possibilities for immediate and far-reaching constructive action through co-operative projects between secondary schools and colleges on the national level.

National Association of Student Personnel Administrators.

The purpose of the NASPA is to discuss the most effective methods of aiding students in their intellectual, social, moral, and personal development. Members of the Association are engaged mainly in the administration of student personnel programs in colleges and universities. Although the NASPA has no specific program for working with secondary schools, it is anxious to co-operate at all times with organizations and individuals at the secondary level.

National Education Association.

The NEA has not formally sponsored active work in the field of secondary school-college relations. However, some of its Departments are active in areas in which secondary schools and colleges have many common interests.

Regional Associations.

The basic task of the regional associations has been to develop

[1]See Appendix C.

and use co-operative standards for the improvement and accreditation of secondary schools and colleges. This task implies that a great deal of co-operative work in secondary school-college relations has been accomplished and is being actively pursued. Some of the specific programs in the field are listed in the following sections.

Middle States Association of Colleges and Secondary Schools through its annual meetings and a standing committee on high school-college relations is attempting to bring the two levels closer together by an exchange of data, such as college grades, that will be helpful to each level.

New England Association of Colleges and Secondary Schools has not to date been active on the specific area of high school-college relations. In the fall of 1954 the Association held a series of regional meetings in which high school-college relations was one of the major topics of discussion.

North Central Association of Colleges and Secondary Schools was originally organized to co-ordinate the work of the secondary schools and the colleges. The three commissions of the Association, after a rather long period in which they were virtual entities, are now making determined efforts to formulate common goals and lines of communication that are focused on the improvement of secondary school-college relations. The Executive Committee of the NCA sponsored the publication, by its Committee on High School-College Relations, of an important and helpful brochure "Co-operation Between Secondary Schools and Colleges."[1]

Northwest Association of Secondary and Higher Schools through its accreditation work, its research program, and its annual meetings seeks increased co-operation and improvement of the relations between secondary schools and colleges.

Southern Association of Colleges and Secondary Schools in 1953 and again in 1954 devoted considerable time to the problem of curricular co-ordination between all levels of training. In the past little attention has been devoted to the specific promotion of better high school-college relations.

Many other national educational organizations, such as the Association of American Colleges, have been omitted from this chapter because they are primarily concerned with higher education and have not had active projects dealing with secondary schools.

[1]Manning M. Pattillo, Jr., and L. Stout, "Co-operation Between Secondary Schools and Colleges," North Central Association Quarterly, XXV (January, 1951), 313-345.

APPENDIX A

CODE OF ETHICS

ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS

1. Admissions counselors should at all times conduct themselves in such a way as to strengthen the professional service ideal of pre-college counseling.

2. Admissions counselors are professional members of an institution's staff and receive remuneration on a fixed salary basis rather than under agreements in which income is directly proportionate to the number of students then enrolled.

3. Admissions counselors should make suitable advance arrangements for the visitation of those secondary schools and other colleges with which counseling relationships are maintained.

4. Admissions counselors should be scrupulously careful to present clear and accurate information concerning their own institutions and to avoid ambiguous and questionable or false information about competing institutions.

5. It is improper for college admissions personnel to initiate enrollment interviews with students attending other higher institutions unless the student has previously expressed a request for such an interview and to knowingly seek such interviews with students who have already been admitted to other institutions.

6. Counselors who accept invitations to present general talks designed to stimulate college attendance or to clarify the problem of college selection should avoid references to their own institutions except by way of illustration and in answer to specific questions from the audience.

7. It is part of the responsibility of admissions personnel to assure clarity and accuracy in all publicity related to the stimulation of student enrollments.

Note: In times of national crisis it is particularly important that institutions avoid misrepresentation of the facts concerning universal military training, the operation of selective service, and the procedures followed by the various reserve training programs of the several branches of the armed forces.

At the Des Moines meeting in 1952 the following resolution was adopted. "Be it resolved that the ACAC consider it unethical under the Code of Ethics to permit military personnel or students from college ROTC units to visit high schools for the purpose of promoting the ROTC programs in general or for the individual colleges."

8. Scholarships, tuition grants, and institutionally controlled employment and loans should be awarded only by an individual or committee duly authorized by the institution. It is highly desirable that such awards be considered valid only when confirmed by official correspondence.

Note: This procedure does not preclude the reception and due consideration of recommendations from interested members of administrative and teaching staffs, clergy, prominent alumni, etc.

9. It is undesirable for admissions personnel to knowingly enter into competitive bidding for students in ANY interest field by offering greater financial inducements than have previously been awarded by another institution to which the student has already been admitted after following the usual application procedure.

10. It is highly desirable that scholarships, tuition grants, loans and campus employment be awarded only after the student has formally applied for such assistance. (Awards made solely as a result of competitive performance might be exceptions.)

Note: The Association deplores an apparent tendency to award aid and investigate afterward. The pressure of interested parties in behalf of an applicant should be channeled and recognized as a recommendation rather than as an immediate and decisive factor in the decision.

11. Institutions should publicize only those financial aids, both of type and amount, which they are prepared to grant.

12. The use of spectacular displays or exhibits (demonstrations, movies, projection machines, etc.) as promotional devices should be avoided in situations where a number of institutions share common quarters for counseling purposes. It is also highly desirable that the approval of the host school be secured on any occasion and in any situation where such devices are feasible.

Note: The Association does not categorically object to the use of such promotional media. It does strongly insist that college admissions counseling should retain some semblance of professional dignity and educational service rather than to emulate the midway of a carnival, complete with ballyhoo and pitchmen. If a college or university has accepted an invitation to have its admissions representatives present on a given day at a given school, AS THE ONLY INSTITUTION PRESENT, that college certainly has the right to use whatever promotional methods it deems effective. The rights of other institutions are not directly involved.

If an institution participating in a college day program has been provided with a separate room for its counselors, the use of such materials is not objectionable unless there is an obvious attempt to divert students and parents from the objective of the program—namely, an opportunity to fairly equate the services of a number of participating institutions. The Association approves the use of any and all promotional media when used with a homogeneous group of interested prospects that have been assembled for that specific purpose by invitation of the institution, alumni, students on vacation, church agencies, etc.

13. The Association urges its membership to consider the problems and program of the secondary schools in planning campus guest days. It is desirable to avoid frequent and lengthy disruption of the academic program at the secondary school level.

14. It is desirable for admissions counselors affiliated with institutions having social fraternities to acquaint these organizations with the criticisms that are sometimes made of pre-college entrance fraternal promotion and to suggest ways whereby such criticism can be reduced or eliminated.

APPENDIX B

BASIC PRINCIPLES THAT SHOULD GOVERN COLLEGE AND HIGH SCHOOL RELATIONS

Metropolitan (N. Y.) School Study Council *

"1. The secondary schools and colleges—public, private, two year, and four year—have a job to do in educating our youth, which can best be done when the basic policies underlying youth education are cooperatively agreed upon and accepted as the basis for action at both the school and college levels.

"2. The secondary school and college must each be responsible for implementing these policies at its own level, but they should consult with each other regarding these programs so all will be informed and the two co-ordinated.

"3. Admission to any college is a privilege and the responsible authorities of each college have the right to decide which candidates for entrance the college will accept.

"4. The basis for this decision should be the best obtainable evidence of the candidate's competence to succeed in the college, as considered in terms of its offerings, standards, and policies.

"5. Acceptable evidence of ability to do course work and of ability to profit from and contribute to the out-of-class campus life of the college will vary from college to college.

"6. The weight to be attached to evidence of ability to do work in any particular field of study will vary with the candidate's major fields of interest and with his plans for a career.

"7. The pattern of high-school courses which will produce the best evidence of competence to do college work may well vary with the candidate's major fields of interest, his plans for a career, and the college to which he seeks admission.

"8. Colleges and high schools have a responsibility for working out together the kinds and level of competence desired by the colleges so that high school and prospective students may be fully informed.

"9. Competence to read, write, and speak English well is an important prerequisite for successful work in college: and it is the responsibility of the high schools to develop this competence.

"10. Candidates for entrance into professional schools or into any department requiring special competence should show the necessary special competence to an extent appropriate for freshmen work. How a candidate secures this required level of special competence is not of major importance.

"11. General intelligence as shown by the results of intelligence tests, competence to read, write, and speak English well, and a good scholastic record in a challenging high-school program are good predictors of success in college for persons of normal emotional balance and maturity.

*Quoted by permission of C. Darl Long.

"12. Evidence of ability and willingness of a candidate to profit from and to contribute to out-of-class campus life is ordinarily best shown by the activities in which he has engaged in his school and community, the responsibilities he has borne, and the interests he has manifested while a student in the secondary school.

"13. High schools have the responsibility of conferring frequently with students and their parents, of keeping them fully advised as to whether the student's work in their opinion seems to be of a character to qualify him for consideration by the college of his choice, and, if not, of suggesting alternatives. This responsibility implies that the schools should seek and the colleges provide information which will help in the effective discharge of this obligation.

"14. High schools have the responsibility for arranging programs for each student each year so that he has what is for him the maximum educational opportunity which that school can provide. As high schools are freed from blanket course prescriptions for college entrance, this responsibility is increased and the opportunity for discharging it enhanced.

"15. High schools have the responsibility for maintaining counseling service adequate enough to give them detailed and exact knowledge of their students so that (1) they can properly advise them as students and (2) so they can supply factual information to the colleges on the basis of which colleges can, in part, make their decisions.

"16. Adequate counseling implies that high schools will have the service of counselors properly trained in test administration, and that they will put into the student's records during his residence in the school, on their own initiative, the results of various standard tests which promise to be helpful in the process of (1) assisting him to plan his high school program; (2) assisting him to select a field of educational interest; (3) assisting him to select a college that would serve him best; and (4) assisting colleges to determine his desirability as a candidate. Colleges can assist in recommending useful practices.

"17. High schools which do not as yet have adequate counseling staffs, whose records are incomplete, and whose programs do not provide opportunities for students to develop specialized types of competence in keeping with their interests and abilities should expect that colleges will necessarily require of the graduates of such high schools other evidence of competence to succeed in college than the schools are able to provide.

"18. It is recognized that many secondary schools today have extensive and adequate programs of testing and guidance under trained and experienced counselors. When such schools can present descriptions of their candidates for college admission in such terms as to satisfy the admissions officer of the college concerned, and when the schools have established with this college a reputation for accuracy, then these candidates should not be required to present additional evidences of their competency to do successful college work.

"19. High schools should be responsible for assisting the colleges in making their decisions about whether or not to accept any student by supplying all pertinent information they can about each student, and by helping the colleges to interpret the available information. But neither high schools nor their principals should be asked to make routine categorical recommendations of acceptance or rejection."

APPENDIX C

UNIFORM APPLICATION AND SCHOOL RECORD FORMS

APPENDIX C-1

...RNIA STATE DEPARTMENT OF EDUCATION
...M NO. SE-2
...RT I

TRANSCRIPT OF HIGH SCHOOL RECORD

(Refer to Form SE-2, General Information and Instructions, Transcript of High School Record, for information concerning legal requirements and directions for the preparation of this report.)

General Record

School Year 19...–19... 1st Sem. ... High School
2d Sem. ... High School

LINE NO.	NAME OF SUBJECT	SEM. MARKS* 1st	SEM. MARKS* 2d	SEMESTER PERIODS
1				
2				
3				
4				
5				
6				
7				
8				
	School Year 19...–19... 1st Sem. ... High School; 2d Sem. ... High School			
9				
10				
11				
12				
13				
14				
15				
16				
	School Year 19...–19... 1st Sem. ... High School; 2d Sem. ... High School			
17				
18				
19				
20				
21				
22				
23				
24				
	School Year 19...–19... 1st Sem. ... High School; 2d Sem. ... High School			
25				
26				
27				
28				
29				
30				
31				
32				
	School Year 19...–19... 1st Sem. ... High School; 2d Sem. ... High School			
33				
34				
35				
36				
37				
38				
39				
40				
	TOTAL SEMESTER PERIODS			

A, B, C, D, or F only. "Inc." should not be reported as a semester mark on the transcript of record.

Student's full name .....

Student's address .....

	MONTH, DAY, YEAR
Student's birth date	
Date entered this school	
Date of withdrawal	
or	
Date of graduation	

This student ranked approximately _____ in a graduating class numbering _____

Check List of Certain Requirements for Graduation

(Indicate below, by inserting line number of corresponding entry in the accompanying General Record, the instruction which fulfills the following graduation requirements)

See Line No.	Requirement	Status
_____	Driver Education ..... (Ed. C. §§10200-11, 5 C.A.C. §§171-75)	☐ completed ☐ not completed
_____	First Aid and Life Saving ..... (5 C.A.C. §102.1)	☐ completed ☐ not completed
	15 semester hours, including the following subjects: ..... (Ed. C. §§10051-54, 5 C.A.C. §102a)	☐ number of semester periods remaining to be completed
_____	American history	
_____	U. S. Constitution	
_____	American ideals and institutions	
_____	California state and local government	

Record of Test Data

NAME OF TEST	FORM	DATE GIVEN	TEST SCORE

Record of Participation in Extra-Curricular Activities

ACTIVITY	NUMBER OF SEMESTERS

Principal's Recommendation to Specific Institution If Required

(If admission to a collegiate institution on the basis of the above record requires the principal's recommendation, note here: "Recommended," "Recommended Provisionally," etc.)

Date this certificate issued ..... (Month, Day, Year)

I certify that the above information is correct.

[SIGNED] ..... *Principal*

..... High School

..... High School District

..... Post Office

This transcript should be mailed to the school or college designated by the student.

84 S 84 250M SPO

CALIFORNIA STATE DEPARTMENT OF EDUCATION
FORM NO. SE-2
PART II

COUNSELING INFORMATION AND RATING BLANK

Student's full name .....

Last school attended ..... District .....

This Information and Rating Blank sent to .....

Date .....

INSTRUCTIONS

The information on this sheet should be held strictly confidential. It should be filled out by the principal, dean of boys, dean of girls, counselor, or such responsible individual who has had an opportunity to observe the student over a sufficiently long period of time to form an accurate opinion of the student's personal characteristics. If the rating cannot be made in the manner indicated, it should be omitted.

You will assist the student in his adjustment after he leaves high school if you will give a rating on each of the six items in the rating scale below by placing a check mark at the appropriate place on the horizontal line. This rating need not be placed exactly on a division mark, but may be placed anywhere on the line.

The last five items refer to counseling information and are extremely important in post high school counseling and training.

1. How do his appearance and manner affect others?

Avoided by others	Tolerated by others	Little noticed by others	Well liked by others	Sought by others

2. Does he have good work habits?

Needs much prodding in doing ordinary assignments	Needs occasional prodding	Does ordinary assignments of his own accord	Completes suggested supplementary work	Seeks and sets for himself additional tasks

3. Is he able to lead his fellow students?

Probably unable to lead his fellows	Lets others take lead	Sometimes leads in minor affairs	Sometimes leads in important affairs	Displays marked ability to lead his fellows; makes things go

4. How does he control his emotions?

Too easily moved to anger or fits of depression, etc.	Tends to be over emotional	Usually well balanced	Well balanced	Unusually good balance of responsiveness and control
Unresponsive, apathetic	Tends to be unresponsive			

5. Probability of success at this college

He will be a poor student	He will be a fair student	He will do average work	He will do very good college work	He will be outstanding in his college work

6. What characteristics in this student do you consider need special development? .....

.....

7. What is his vocational choice? .....
(If unknown or undecided, underline appropriate word.) Unknown Undecided

8. What type of educational course is he planning to take following high school? .....

.....

(If unknown or undecided, underline appropriate word.) Unknown Undecided

9. What outstanding honors did he receive in high school? (e.g., Valedictorian, American Legion award, etc.) .....

.....

.....

.....

.....

10. What special skills does he have? (Underline once for *good skill;* underline twice for *outstanding skill.*) Music, Public Speaking, Dramatics, Reading a Foreign Language, Speaking a Foreign Language, Typing, Business Machine, Mechanical Work, Student Government, Writing, Athletics. Others (Specify) .....

.....

11. Additional Comments: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Name of Rater

Official Position

School

School District

Date

APPLICATION FOR ADMISSION TO COLORADO COLLEGIATE INSTITUTIONS

Adams State College, Alamosa
Colorado A. & M. College, Ft. Collins
Colorado College, Colorado Springs
Colorado School of Mines, Golden
Colorado State College of Education, Greeley
Colorado Woman's College, Denver
Ft. Lewis A. & M., Hesperus
Holy Cross College, Canon City
Lamar Junior College, Lamar
La Junta Junior College, La Junta
Loretto Heights College, Loretto
Mesa College, Grand Junction
Pueblo Junior College, Pueblo
Regis College, Denver
Northeastern Junior College, Sterling
Trinidad Junior College, Trinidad
University of Colorado, Boulder
University of Denver, Denver
Western State College, Gunnison

.....
Write name of institution to which you are submitting this application

PART I

To be filled out by student in ink

PERSONAL INFORMATION

The information in this blank will be treated as confidential. Please answer all questions in full.

Name, in full..... Mr..... Mrs..... Miss....
Last Name First Name Middle Name

Mailing Address (St. & No.)..... (City)..... (State)..... (Phone).....

Birthplace (City) ..... (State)..... Birthdate.....

Were you in the armed forces between 1940 and July 26, 1947?..... After June 27, 1950..... Mos. on Active Duty.....

Are you eligible for veterans' benefits under PL 346?..... PL 550..... PL 16..... PL 894.....

If you are less than 21 years of age, where and when did your parents or legal guardian last vote?

(City)..... (State)..... Date.....

If you are 21 years old or more, where and when did you last vote?.....

What is the address of your permanent home? (St. & No.)..... (City)..... (State).....

How long have you lived there?..... Are you married?..... No. of children.....

Is your permanent home, at present, the same as your father's?..... If not, with whom, at present, do you make your permaner

home? (Name)..... (Relationship to you).....

If your permanent home is in Colorado, when did this residence begin for you?..... (Month) (Year)

For your father?..... (Month) (Year) For your mother?..... (Month) (Year)

If either of your parents or another member of your family is an alumnus of this institution, complete the following:

(Name)	(Dates of Attendance)	(Relationship to you)
.....	.....	.....
.....	.....	.....
.....	.....	.....

EDUCATION AND EXPERIENCE

(Failure to list all institutions previously attended may result in loss of credit or dismissal)

Have you attended any college or university since graduating from high school? (Yes.....) (No.....)

Have you completed any correspondence courses or work by extension since high school graduation? If so, indicate below.

Give name and location of each high school, college and university attended. This information must be accurate and complete. Transcript from each college and university attended must be furnished by the student.

High school(s) attended

(Name)	(Location)	(Dates of attendance)	(Date of graduation)
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Colleges and Universities attended

.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

PART I (P.2)

COLLEGE PLANS

When do you expect to enter college?.....

Consult with your high school faculty and parents when answering the following questions. If possible, refer to the College bulletin, and use the name of the course of study, major, or curriculum given in the bulletin.

Have you decided upon the course of study or field which you want to take in college? (yes.....) (no.....)

If so, what course or field?.....

Do you know the particular kind or branch of work for which you want to prepare? (yes.....) (no.....)

If so, name the occupation, profession, or particular kind of work for which you wish to prepare:.....
(Example: Accountant, agriculturist, chemist, dentist, civil engineer, mining engineer, lawyer, physician, teacher, etc.)

If you are preparing to be a teacher, state whether you prefer elementary or high school.....

If undecided, in what subjects or field of study are you primarily interested ?.....

.....

FOR PERSONNEL OFFICE

Father's name .....Mailing Address.....

Place of Birth.....Is he living?.....If deceased, when?.....

Schooling completed (Encircle last grade attended).....	Grade School	High School	College
	0 1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8

Occupation .....Business Address.....

Mother's name.....Mailing Address.....

Place of Birth.....Is she living?.....If deceased, when?.....

Schooling completed (Encircle last grade attended).....	Grade School	High School	College
	0 1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8

Occupation .....Business Address.....

How many brothers and sisters older than self?.....Younger than self?.....

Of what country are you a citizen?.....By birth or naturalization?.....

Rate (very good, good, fair, poor) your general health..... Eyesight..... Hearing.....

Speech..... Name handicaps, if any.....

Did you ever quit work or school for long periods on account of physical or emotional illness?.....

If so, give details.....

How do you expect to finance your college course?.....

Are you wholly self-supporting?.....Partially? .....

If it is necessary for you to work part-time, list the kinds of work you are best prepared to do.....

.....

How many persons are dependent on you for support?.....Relationship to you.....

In what fields of study have you done your best work?.....

In what fields least well?.....

Name school activities you engaged in and check appropriate columns:

Activity Name	Took part	Held Office	Want in College	Activity Name	Took part	Held Office	Want in College

Name honors awarded to you.....

List favorite interests, recreations and hobbies.....

I hereby certify that to the best of my knowledge the foregoing information is true and complete without evasion or misrepresentation. I understand that if it is later found to be otherwise, it is sufficient cause for rejection or dismissal.

Applicant's Signature.....

PART II (p. 1)
(To be completed by high school principal or superintendent)

Secondary-School Record

Name, in full..... Sex.....
Last Name First Name Middle Name M. or F.

Home Address.....
Number and Street City Zone State

Birth Date..... Name of Parent or Guardian.....

Entered { ..... Name of School ..... Location of School } Entrance Date..... Month Year { Was graduated / Will be graduated / Withdrew..... } ..... Month Year

Accredited by what accrediting association?.....

Class periods are ..... minutes, ... times a week, ... weeks a year. Passing mark is ..... College recommending mark is.....

1. Describe your marking system if unusual: .....
2. List other secondary schools attended: .....

CLASS RECORD

If no marks are given, check. Asterisk indicates subjects now in progress.

Subject (Grade —> / Year 19—>)	9	10	11	12	Extra	Units or Credits
English						
Lang.						
Math.						
Science						
Soc. Studies						
Art & Mus.						
Business						
Industrial Arts						
Misc.						

Notes

Specify laboratory periods, variations in time allowance for subjects, or any other information needed to interpret this record. Such other information as Regents grades, College Boards, and record of a fifth year may be entered in the Extra column. If a school does not use marks, enter here on estimate of success achieved.

Applicant Ranks ..... in a graduating class of ..... students.

Date ..... Signature..... Title .....
(Permission to print obtained from National Association of Secondary-School Principals)

Name, in full ..... Sex .....
Last Name First Name Middle Name

TEST RECORD

Grade in School	Date Given	Test Name	Score	%-ile	I. Q.	Basis *	*Notes*

*Give basis (local, state, or national) on which percentile were computed. Include any available interpretation of Tests in "Notes" above.

ACTIVITY PARTICIPATION

List any honors, club membership, activities, etc., and check (V) the grades of participation:

Name of Activity	Grades	9	10	11	12	*Remarks*

This student (is) (is not) eligible at the time of his wihtdrawal or transfer to participation in interscholastic activities in accordance with the rules of the Colorado High School Activities Association.

.....
Principal

PERSONALITY RATING SCALE

To be filled out by the home-room teacher, counselor or principal who is familiar with the student. Please give your frank opinion as to the student's qualifications by putting an X under each rating that best describes the student. You are encouraged to supplement your ratings with additional comments by writing them on a supplementary sheet.

COOPERATION Consider willingness to work with people in various capacities, loyalty.	Outstanding	Usually willing	When convenient	Indifferent	Unwilling
EMOTIONS Consider way he reacts in various situations when stress is likely.	Unusual balance	Well balanced	Fairly well balanced	Easily depressed or elated	Unresponsive
INITIATIVE Consider ability to see things to do, resourcefulness, aggressiveness.	Seeks additional tasks	Does supplemental assignments	Does ordinary assignments	Needs occasional prodding	Needs constant prodding
JUDGMENT AND COMMON SENSE Consider ability and foresight in decisions in everyday situations.	Sound decisions	Good conclusions	Fair deductions	Poor results	Lacks ability
LEADERSHIP Does he get others to do what he wishes?	Consistently is a leader	Usually is a leader	Leads occasionally	Seldom leads his fellows	Never leads his fellows
PERSONALITY Consider mannerisms and appearance; general impression on others.	Sought out	Well liked	Accepted	Tolerated	Rejected by others
RELIABILITY Consider dependability, willingness, consistent industry.	Absolutely reliable	Reliable	Usually reliable	Erratic	Unreliable

.....
Signature of Rater

.....
Position

APPENDIX C-3

MICHIGAN UNIFORM SECONDARY-SCHOOL PERSONAL AND SCHOLASTIC RECORD FORM

This form was prepared by the Joint Committee on High School-College Relations of the Michigan Association of Secondary School Principals and the Michigan Association of Collegiate Registrars and Admissions Officers. This project was approved during the meetings of these Associations in Detroit, December 4, 1953, with the directive to the Committee to implement its use in Michigan. The entire plan is voluntary and seeks through cooperation to simplify the process of submitting secondary school records and information to Michigan colleges.

Directions for Use of This Form

1. Secondary Schools may use this form in place of filling out the similar part of the application for admission to Michigan colleges. Then attach this form to the college's application blank and mail as usual.
2. If the high school has its own forms or some duplicating or photostatic process for submitting part or all of the information requested, it should feel free to submit such records in lieu of the Uniform Form.
3. These Forms should be filled out as completely as possible in order to give the college information which will assist in the guidance of the applicant.
4. It is assumed that the rank in class (see item 17) is based on all the students in the class and all the grades earned by the student. If this is not the case, please explain the system used in figuring the rank.
5. If the college requests two or more copies of the personal and/or scholastic record, the school can make the additional copy by using the typewriter and carbons.
6. The space allowed on this form for answering each question is spaced to fit the standard typewriter.

(This space may be used for additional comments)

MICHIGAN UNIFORM SECONDARY-SCHOOL PERSONAL AND SCHOLASTIC RECORD FORM

Information given is to be treated in a strictly Confidential and Professional Manner.

rt I. Applicant's Personal Record. To be filled out by the School.

Student's Name_____ Secondary School_____
Last First Middle

Standardized Test Results. Administered during the secondary school period. If scores are not national (test publisher's) norms, please indicate.

INTELLIGENCE OR APTITUDE TESTS				
NAME AND FORM OF TEST	Date Given	I.Q.	Per-centile	Grade Score

ACHIEVEMENT TESTS				
NAME AND FORM OF TEST	Date Given	Grade* Level Norm	Per-centile	Grade Score Place-ment

rade level on which the percentile norms are based.

Other test data or comments can be added here or placed on a separate sheet.

Personal Characteristics. Rate the personal characteristics of this applicant by checking in the appropriate columns. These ratings may be either the composite judgment of several persons or the judgment of one person.

PERSONAL CHARACTERISTICS	Below Average	Average	Above Average	Lack Information	COMMENTS
A. Physical health					
B. Emotional adjustment					
C. Social adjustment					
D. Maturity related to age					
E. Citizenship					
F. Seriousness of purpose					
G. Achievement related to ability					

General Comment: List any strong or weak points about this student and any concerns you may have about him.

Describe any particular circumstances of the applicant's environment, personality or fortunes of life that may have been influential in determining the record made in high school. Unusual improvement in attitude and achievement often may be sufficient to offset an earlier weak record.

Is this applicant likely to benefit from college?

What type and length of college program appears desirable for this applicant: (e.g., terminal, degree, etc.)?

Please add any special suggestions or comments on how the college can best help this applicant to succeed.

Information and suggestions for Occupational Counseling.

Signature_____ Position_____ Date_____

If more space is needed, use reverse side.

MICHIGAN UNIFORM SECONDARY-SCHOOL PERSONAL AND SCHOLASTIC RECORD FORM

Part II. Applicant's Scholastic Record. To be filled out by the School.

11. Application for admission to: _____
Name of College or University

12. Student's name _____ Birth date _____
Last First Middle Month Day Year

13. Student's home address _____
Number Street City Zone State

14. Secondary school _____ Phone _____
Name Number Street City Zone State

Public _____ Private _____ Accredited by _____

Member Michigan Secondary School - College Agreement? _____ If yes, beginning when? _____

Mark required for passing? _____ Mark required for college recommendation? _____

15. Is the student in school now? _____ Was graduated _____ Will graduate _____ Withdrew _____
Date Date Date

16. If a semester or more has elapsed since the applicant's graduation, has he applied for admission at another institution? _____ If so, when _____; or, has he attended another institution? _____ If so, where? _____

17. Rank in class from top _____ Number in class _____ Underline quarter rank from top: 1 2 3 4

18. **Scholastic Record.** May be furnished by attaching a copy of the student's record. Record all courses taken whether passed or failed. New York schools should enter Regents marks, if taken. *(Place asterisks on marks not earned in this school.)*

	SUBJECTS	Grade / Year	9th 19__		10th 19__		11th 19__		12th 19__		Post Grad. 19__		Units	Leave Blank
ENGLISH	English													
FOREIGN LANG.														
MATH.	Algebra													
	Geometry													
	Trigonometry													
SCIENCE With Lab.	Biology													
	Chemistry													
	Physics													
No Lab														
SOCIAL STUDIES	World History													
	U. S. History													
	American Gov't.													
OTHER SUBJECTS														

Association of Minnesota Colleges

AUGSBURG COLLEGE

BEMIDJI STATE TEACHERS COLLEGE

CARLETON COLLEGE

COLLEGE OF ST. BENEDICT

COLLEGE OF ST. CATHERINE

COLLEGE OF ST. SCHOLASTICA

COLLEGE OF SAINT TERESA

COLLEGE OF ST. THOMAS

CONCORDIA COLLEGE

GUSTAVUS ADOLPHUS COLLEGE

HAMLINE UNIVERSITY

MACALESTER COLLEGE

MANKATO STATE TEACHERS COLLEGE

MOORHEAD STATE TEACHERS COLLEGE

ST. CLOUD STATE TEACHERS COLLEGE

ST. JOHN'S UNIVERSITY

ST. MARY'S COLLEGE

ST. OLAF COLLEGE

UNIVERSITY OF MINNESOTA:

- COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS
- COURSE FOR DENTAL HYGIENISTS
- SCHOOL OF NURSING
- COLLEGE OF EDUCATION
- COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS
- COLLEGE OF PHARMACY
- GENERAL COLLEGE
- INSTITUTE OF TECHNOLOGY
- DULUTH BRANCH

WINONA STATE TEACHERS COLLEGE

Page 1

TRANSFER OF INFORMATION AND APPLICATION FOR ADMISSION

The *applicant* will circle in the list at the left the name of the college for which he is applying, and then fill out pages 1 and 2 of this form. The high school counselor, principal, or superintendent will fill out pages 3 and 4.

The applicant should take the form home, read it over carefully, and discuss it with his parents or guardian before filling out pages 1 and 2. The information asked for will be used by the college for admission and for counseling. It is important, therefore, that every question be answered completely and accurately.

When pages 1 and 2 have been filled out completely the applicant should return the form to his high school principal or superintendent, who will then add the information on pages 3 and 4 and forward the form to the admissions office of the institution chosen.

1. Name in full: _____ (FIRST / MIDDLE / LAST)

2. Home address: _____ (STREET OR RFD / CITY / ZONE)

_____ (STATE / COUNTY)

Correspondence is to be sent to _____ (STREET / CITY / STATE)
(If different from 2)

3. Sex: Female ☐ Male ☐ Date of application _____ Telephone No. _____

4. Age in years: _____ Date of birth _____ (MO. DAY YEAR) Place of birth _____ (CITY / STATE)

5. Name of parent or guardian: _____ Occupation: _____

6. Address of parent or guardian: _____ (STREET / CITY / ZONE / STATE)

7. Father's or guardian's education (circle last grade attended)

Grade School	High School	College
0 1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8

8. Mother's education (circle last grade attended)

Grade School	High School	College
0 1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8

9. Number of brothers (circle one) 0, 1, 2, 3, 4 or more. Number of sisters 0, 1, 2, 3, 4 or more

10. State in which your home is located _____ How long have you lived there? _____

11. What are your reasons for going to college? _____

_____

_____

12. When do you plan to enter college? _____

13. What course of study, major, or curriculum do you plan to follow when you enroll at college? Consult with your high school faculty and parents about this. (The bulletin of the college is helpful in making this decision. Use the name given in the college bulletin, if possible.)

_____

Would you like assistance in making a selection? ☐ yes ☐ no

14. List your present vocational preferences in order of choice:

(1) _____ (2) _____ (3) _____

15. How do you expect to finance your first year in college? (Check one or more)

_____a. Will be entirely supported by my family
_____b. Money saved. How much? _____
_____c. Plan to work part time for partial support
_____d. Plan to work part time for total support
_____e. Must support myself and dependents

16. Do you think you may need further assistance in financing your first year? _____

Page 2

17. Are you married?_____ How many persons are dependent on you for support?_____

18. Have you had military service in the armed forces of the United States?_____

When?_____ For how long?_____ In what branch of the service?_____

19. Are you now a member of the National Guard? ☐ Yes ☐ No Organized Reserve? ☐ Yes ☐ No

20. Educational record:

Names of Schools or Colleges Attended Since Completion of Elementary School (list most recent one first)	State	Place	Year	Degree or Diploma Received

21. In what *one* field of study have you done your best work?_____

22. In what *one* field of study have you done least well?_____

23. In the following list of activities, check (V) in column 1 those activities in which you have taken part. Check (V) in column 2 the activities in which you held an office or a position of leadership. Then check (V) in column 3 the activities in which you would like to take part in college.

	1 Took Part	2 Held Office	3 Want in College		1 Took Part	2 Held Office	3 Want in College
Art club or activity				FFA or 4-H			
Athletics				Religious group			
Music (vocal)				Dramatics			
Music (instrumental)				Hobby group			
Debating or speech				Student council			
YMCA or YWCA				Cheerleading			
				Student publications			

24. What are your strongest interests or hobbies? (a)_____

(b)_____ (c)_____

25. Work experience:

Type of Work	Just What Did You Do?	Years	Months

26. What are your physical handicaps, if any?_____

27. Character references: Give name and address of two persons, not connected with your school, from which character references could be obtained.

Name_____ Address_____

Name_____ Address_____

Association of Minnesota Colleges

ADMISSION BLANK

This page and its reverse side should be typed or filled out in ink by the superintendent or principal, using information from the school records, and the whole form sent directly to the registrar of the college which the applicant seeks to enter. *Note that the center duplicate page is to be used to make a carbon copy of information entered on front and back of this page.*

_____
WRITE THE NAME OF THE COLLEGE THAT THE STUDENT SEEKS TO ENTER

Name of applicant_____ _____ _____ _____
FIRST MIDDLE PRINT ALL NAMES IN FULL LAST

Address_____ City_____ State_____

Date of birth_____ Place of birth_____
CITY STATE

Name of parent or guardian_____ Address_____

The applicant is a graduate of_____
NAME OF SCHOOL

located in_____, state of_____
CITY STATE

Date of graduation:_____ Date of application:_____

I certify that the applicant has pursued the subjects listed on the following page and received the grades there recorded.

_____
Signature of Principal or Superintendent

SCHOOLS OUTSIDE OF MINNESOTA

I hereby certify that the school named is regularly accredited by

_____
Name all agencies, organizations or institutions by which the school is accredited.

Signed: Name_____ Title_____

PERSONALITY RATING SCALE

To be filled out by the principal or classroom teacher who is familiar with the student. Please give your frank opinion as to the student's qualifications by putting an × over each rating that best describes the student. You are encouraged to supplement your ratings with additional comments by writing them on another sheet and enclosing it with the completed form.

COOPERATION Consider willingness to work with people in various capacities, loyalty.	Outstanding	Usually willing	When convenient	Indifferent	Unwilling
EMOTIONS Consider way he reacts in various situations when stress is likely.	Unusual balance	Well balanced	Fairly well balanced	Easily depressed or elated	Unresponsive
INITIATIVE Consider ability to see things to do, resourcefulness, aggressiveness.	Seeks additional tasks	Does supplemental assignments	Does ordinary assignments	Needs occasional prodding	Needs constant prodding
JUDGMENT AND COMMON SENSE Consider ability and foresight in decisions in everyday situations.	Sound decisions	Good conclusions	Fair deductions	Poor results	Lacks ability
LEADERSHIP Does he get others to do what he wishes?	Consistently is a leader	Usually is a leader	Leads occasionally	Seldom leads his fellows	Never leads his fellows
PERSONALITY Consider mannerisms and appearance; general impression on others.	Sought out	Well liked	Accepted	Tolerated	Rejected by others
RELIABILITY Consider dependability, willingness, consistent industry.	Absolutely reliable	Reliable	Usually reliable	Erratic	Unreliable

_____ _____
Signature of rater Position

Page 4

SCHOLASTIC RECORD

DIRECTIONS: In order to provide a copy of this information for counselors as well as for the official record, a carbon sheet should be inserted between this page and page 4a to duplicate the information given. This admission blank should reach the institution's admissions office *at least one month before* the opening of the term in which the student expects to register. Indicate all standings in terms of the marking system used in your school and explain such marking system if different from A=94-100; B=88-93; C=80-87; D=75-79; F=below 74 in the space provided below. Record all subjects carried by the student in his four years of high school. For the number of units in each subject area accepted by a particular college, consult the catalog of that college. Additional subjects not listed may be added in the appropriate spaces.

Subjects	Year in Course (9, 10, 11, 12)	Mark or Grade	No. of Weeks Studied	Subjects	Year in Course (9, 10, 11, 12)	Mark or Grade	No. of Weeks Studied
Group A—English				*Group E—Science*			
English Grade 9				General Science			
English Grade 10				Biology			
English Grade 11				Physics			
English Grade 12				Chemistry			
Speech							
Journalism							
				Group F			
				Art and Music			
Group B—Language				Art Appreciation			
Latin I				Applied Art			
Latin II				Music Appreciation			
Spanish I				Band			
Spanish II				Orchestra			
French I				Chorus			
French II							
German I				Typing			
German II				Shorthand			
Group C—Social Studies				Salesmanship			
World History				Coop. Part-time Occupational Training			
American History							
Social Sci. Grade 12							
World Geography				Industrial Arts			
American Government				General Shop			
				Drawing			
				Wood Work			
Group D—Mathematics				Electrical Work			
Elementary Algebra							
Plane Geometry				Home Economics			
Unified Math. I				Home Ec. Grade 9			
Unified Math. II				Home Ec. Grade 10			
Higher Algebra				Home Ec. Grade 11 and/or 12			
Solid Geometry							
Trigonometry							
General Mathematics				Agriculture I			
				Agriculture II			

Rank in H.S. Class_____ No. in Class_____

Date Given	Tests Given (List)*	Raw Score	%ile	Norm Group
	A.C.E. (HS edition) 9th grade			
	A.C.E. (Coll. edition) 11th grade			

To be filled out by college:

College_____

HSR_____

ACE_____

CAR_____

English_____

Deficiencies

Marking System:

* Enclose interest and personality test scores, if available, on separate sheet.

Secondary-School Record

Name, in full ..... Sex .....
Last Name First Name Middle Name M. or F.

Home Address .....
Number and Street City State

Birth Date ..... Name of Parent or Guardian .....

Entered { ..... Name of School ..... Location of School } Entrance Date ..... Month Year { Was graduated / Will be graduated / Withdrew ..... } ..... Month Year

Class periods are ..... minutes, ... times a week, ... weeks a year. Passing mark is ..... College recommending mark .....

1. Describe your marking system if unusual: .....
2. List other secondary schools attended: .....

CLASS RECORD

If no marks are given, check. Circle marks or checks for half-year subjects.

	Subject	Grade → / Year →	9 / 19	10 / 19	11 / 19	12 / 19	Extra	Units* or Credits
English								
Lang.								
Math.								
Science								
Soc. Studies								
Other Subjects								

Notes

Specify laboratory periods, variations in time allowance for subjects, or any other information needed to interpret this record. Such other information as Regents grades, College Boards, and record of a fifth year may be entered in the Extra column. If a school does not use marks, enter here an estimate of success achieved.

*A unit represents the study of a subject a full school year, four or five periods a week, or the equivalent. One unit equals two credits, unless defined otherwise.

TEST RECORD

	Grades 9 and 10				Grade 11				Grade 12			
	Test	Score	%-ile	Basis*	Test	Score	%-ile	Basis*	Test	Score	%-ile	Basis*
Mental Ability												
Reading												
Others												

*Give basis on which percentiles were computed. Include any available interpretation of tests on an enclosure.

Applicant ranks ..... in a graduating class of ..... students.

Date ..... Signature ..... Title .....

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Room .....
Grade .....

Personality Record (Confidential)

PERSONAL CHARACTERISTICS OF .....
Last Name First Name Middle Name

School ..... Town or City ..... State .....

The following characterizations are descriptions of behavior; they are not ratings. It is recommended that where possible the judgments of a number of the pupil's present teachers be indicated by use of the following method:

Example SERIOUSNESS OF PURPOSE

1		M (5)		2
Purposeless	Vacillating	Potential	Self-directed	Purposeful

M (5) indicates the most common or modal behavior of the pupil as shown by the agreement of five of the eight teachers reporting. The location of the numerals to the left and right indicates that one teacher considers the pupil *vacillating* and that two teachers consider him *purposeful*. If preferred, the subject fields or other areas of relationship with the pupil may be used to replace the numerals.

1. SERIOUSNESS OF PURPOSE	Purposeless	Vacillating	Potential	Self-directed	Purposeful
2. INDUSTRY	Seldom works even under pressure	Needs constant pressure	Needs occasional prodding	Prepares assigned work	Seeks additional work
3. INITIATIVE	Seldom initiates	Conforms	Varies with conditions	Self-reliant	Actively creative
4. INFLUENCE	Passive	Retiring but co-operative	Varying	Contributing	Strongly controlling
5. CONCERN FOR OTHERS	Antisocial	Indifferent	Self-centered	Somewhat socially concerned	Deeply and generally concerned
6. RESPONSIBILITY	Unreliable	Somewhat dependable	Usually dependable	Conscientious	Assumes much responsibility
7. EMOTIONAL STABILITY	Hyperemotional / Apathetic	Excitable / Unresponsive	Usually well-balanced	Well-balanced	Exceptionally stable

Significant school activities:

Special interests or abilities:

Significant limitations (physical, social, mental):

Additional information which may be helpful such as probable financial needs or work experience:

Principal's recommendation (Specific statement concerning the applicant's fitness for acceptance):

Date ..... Signature ..... Title .....

This Personality Record is available as a **separate** form, *i.e.*, the Secondary-School Record is omitted, leaving one side blank.

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APPENDIX C-6

UNIFORM TRANSCRIPT OF PREPARATORY SCHOOL CREDITS

Approved by the Ohio College Association for use in transmitting credits from preparatory schools to Ohio colleges.

Name and address of college

Use typewriter if at all possible. Record two marks whenever two semester-marks are available. If the pupil has not yet graduated at the time of forwarding the transcript, draw dashes opposite the courses now being taken for which a final mark is not yet determined. Designate with an asterisk credits earned in other schools and give names of schools. *College Admission Official* — Underscore semester after which transcript is to be sent to the college . . . 6th; 7th; graduation.

Student_____ (Last name) _____ (First) _____ (Middle) Address_____ (Street & Number) _____ (City) _____ (State)

Name of High School_____ Location_____

Date entered this school_____ was-will be graduated on (date) _____ Date of birth_____ 19____

(Cross out one)

No.____ (from the top) in a class of____ Seniors. *(Best student is rank 1, second best is rank 2, etc.)*

☐ Top Quarter ☐ 3rd Quarter

☐ 2nd Quarter ☐ Low Quarter

GRADE required for recommendation to COLLEGE_____ PASSING Grade_____ RECITATION Period_____ minutes LABORATORY Period_____ minutes

Date_____ Principal's signature_____

PLACE GRADES UNDER YEAR TAKEN

SUBJECT	9	10	11	12	PG	Total Units	Units Allowed
English							
Greek							
Latin							
French							
Spanish							
German							
History—American							
European							
Ancient							
Medieval							
Modern							
World							
Civics (Am. Gov't)							
Community Civics							
Economics							
Sociology							
Algebra—Elementary							
Intermediate							
Geometry—Plane							
Solid							
Trigonometry—Plane							
General Science							
Chemistry							
Physics							
Biology							
Botany							
Zoology							
Agriculture							
Vocational Agri.							

SUBJECT	9	10	11	12	PG	Total Units	Units Allowed
Art							
Music							
Speech							
Vocations (Occup. Inf.)							
Home Economics							
Man'l Train. (Wdshop)							
Metal Shop							
Mech. Drawing							
Bookkeeping							
Stenography							
Typewriting							
Commercial Arith.							
Commercial Geog.							
Commercial Law							
Business English							

RECORD OF TEST DATA

Name of Tests	Form	Date given	Raw score	Centile*

NAMES AND LOCATIONS OF OTHER SCHOOLS ATTENDED

KEY FOR INTERPRETATION OF MARKING SYSTEM

(If not an Ohio high school) of what accrediting association is the high school a member?

*Underline whether National, State or Local.

over

RESUMÉ OF PUPIL'S PERSONALITY TRAITS

(To be filled out by the pupil's principal or counsellor)

Date_____ 19____

Student's Name_____ _____ _____
Last First Middle

The information below will complete the picture of the applicant's traits and abilities, and accordingly will be of great assistance to his college counsellors. You are asked to be perfectly frank in describing the applicant's traits. Your answers will be treated in a strictly professional manner. Please write as if you were talking confidentially to the pupil's college counsellor.

1. OUTSTANDING PERSONALITY TRAITS: (Cheerfulness, unselfishness, patience, tact, sense of humor, etc.)

2. CHIEF INTERESTS: (Scholastic, literary, dramatic, forensic, musical, artistic, executive, mechanical, athletic, etc. What is the most outstanding accomplishment of the pupil to date?

3. MAJOR STRONG POINTS: (Industry, accuracy, reliability, cooperation, perseverance, leadership, moral righteousness, etc. What evidence of these qualities has the pupil shown.)

4. FUNDAMENTAL WEAKNESSES: (Laziness, inaccuracy, daydreaming, moral obtuseness, poor study habits, lack of self-confidence, giving up too easily, social immaturity, worrying, parental domination, or parental lack of interest in pupil.)

5. PHYSICAL HANDICAPS: (What physical defects or deformities, if any has the pupil? Loss of arm, leg or fingers; defective vision or hearing, stammering, heart or lung disorder, etc.)

6. SOCIAL ADJUSTMENTS: (Does the pupil 'mix' and participate wholeheartedly in school and community affairs? If not, why? Handicaps because of employment; finances; bashfulness; unattractiveness; prejudices; domineering personality; conflicts with parents or teachers, etc.)

7. Do you consider this applicant capable of doing satisfactory college work? (Very important—The answer to this question will be kept confidential)

High School_____ Signature_____

Its Location_____ Official Position_____

High School Official — send blank directly to the Admissions Office of the college to which student is applying. It is not to be sent by the applicant.

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UNIFORM PERSONAL AND SCHOLASTIC RECORD

and

APPLICATION FOR ADMISSION TO HIGHER INSTITUTIONS IN THE STATE OF WASHINGTON

1. ..... (Last Name) ..... (First Name) ..... (Middle Name)
   (PRINT *your name in space above*)
2. Home (mail) Address ..... (Street) ..... (City) ..... (State)
3. Graduate of ..... (High School) ..... (City) ..... (State)
4. Application for Admission to ..... (*Enter name of institution selected*)

COOPERATING COLLEGES

*Central Washington College of Education, Ellensburg
Centralia Junior College, Centralia
Clark College, Vancouver
*College of Puget Sound, Tacoma
*Eastern Washington College of Education, Cheney
*Everett Junior College, Everett
*Gonzaga University, Spokane
Grays Harbor College, Aberdeen
*Holy Names College, Spokane
*Lower Columbia Junior College, Longview
*Olympic Junior College, Bremerton
*Pacific Lutheran College, Parkland
*St. Martin's College, Olympia
*Seattle Pacific College, Seattle
*Seattle University, Seattle
*Skagit Valley Junior College, Mount Vernon
*State College of Washington, Pullman
University of Washington, Seattle
*Wenatchee Junior College, Wenatchee
*Western Washington College of Education, Bellingham
*Whitman College, Walla Walla
*Whitworth College, Spokane
Yakima Valley Junior College, Yakima

*Institutions accepting applications at the end of the first semester of the senior year.

PROCEDURE FOR COMPLETING THIS FORM

1. Applicant fills out lines 1, 2, 3, and 4 on this page and fills out page 3 *completely*. This form should not be sent to the high school principal until this has been done.

2. High school principal or his representative fills out pages 2 and 4 and mails the completed form directly to the Registrar of the school indicated as soon as possible after graduation from high school, or before graduation, if requested. *For application deadlines and for registration dates, apply to the Registrar of the school you wish to enter.*

Representatives of the institutions welcome correspondence and conferences with parents and prospective students. Students are expected to avail themselves of the opportunity for consultation.

To be filled out by high school officers best acquainted with the student

PERSONALITY RECORD

How well does he get on with others?	(1) Avoided	(2) Unnoticed	(3) Accepted	(4) Well liked	(5) Sought
Does he need constant prodding or does he go ahead with work without being told?	(1) Needs much prodding in doing ordinary assignments	(2) Needs occasional prodding	(3) Does ordinary assignments of own accord	(4) Completes suggested supplementary work	(5) Seeks and sets for himself additional tasks
How emotionally stable is he?	(1) Excitable / (1) Unresponsive	(2) Usually well balanced	(3) Well balanced	(4) Exceptionally well balanced	
What kind of citizen has he been?	(1) Uncooperative	(2) A cooperative follower	(3) Cooperative with some initiative	(4) Very cooperative and a recognized leader	
Has he a program with definite purposes, in terms of which he distributes his time and energy?	(1) Aims just to "get by"	(2) Vacillating	(3) Has vaguely formed objectives	(4) Directs energies effectively with fairly definite program	(5) Engrossed in realizing well-formulated objectives
What are his chances of success in college?	(1) Will succeed only by unusual effort	(2) Will succeed only if he works to capacity	(3) Average	(4) Excellent	

Indicate his primary *interests:* intellectual...., social...., musical...., dramatic...., artistic...., journalistic...., scientific...., handskills....,
athletic...., outdoor other than athletic...., no evident interests...., other than those listed.....
.....

Indicate any unusual *aptitudes:* writing...., mathematics...., music...., art...., public speaking...., drama...., foreign languages....,
business...., athletics...., other than those listed.....

Indicate honors earned in high school: valedictorian...., commencement speaker...., drama lead...., team captain...., student office....,
honor society...., other than those listed.....

Further comments regarding this student. (Highly confidential information should be sent in a letter addressed personally to the Registrar or other especially designated person.)
.....
.....
.....

CONFIDENTIAL

CUMULATIVE RECORD BASED ON TEST SCORES

NAME AND TYPE OF TEST	FORM TYPE	DATE GIVEN	RAW SCORE	PERCENTILE	I.Q.
e.g., Nelson-Denny, Reading	*A*	*3-2-53*	*123*	*80*	*108*

The above answers are composite judgments: Yes.... No....

High School..... Signature of Officer.....

City..... Title.....

APPLICATION FOR ADMISSION TO ..... (Enter name of institution selected)

Applicant will fill out this page in detail—in ink—before Principal fills out pages two and four. Date ..... 19 .....

PERSONAL INFORMATION

1. Name in full ..... (Last) (First) (Middle) Mr. ☐ Mrs. ☐ Miss ☐
2. Home address ..... (Street and Number) (City) (Zone) (State)
3. Place of birth ..... (City) (State) Date of birth ..... (Month) (Day) (Year)
4. Veteran: Korean War? Yes ....., No .....; If other veteran status, please state .....
   Date of enlistment ....., Date of discharge .....; Branch of service .....
   List of service schools attended .....
5. Of what country are you a citizen? .....
6. Marital status: Single ☐ Married ☐ Divorced ☐ Children—How many? .....
7. Name and address of legal guardian .....

FAMILY DATA

1. Father's name .....
   Address .....
   Place of birth ..... Last school attended ..... Graduated? .....
   Occupation ..... Is he living ..... If deceased, when? .....
2. Mother's name .....
   Address .....
   Place of birth ..... Last school attended ..... Graduated? .....
   Occupation ..... Is she living? ..... If deceased, when? .....
3. Number of children in family older than yourself ..... Younger .....
4. Number of brothers ..... Number of sisters .....
5. Religious preference ..... Are you a member? .....
   (The answer to question 5 is optional)

EDUCATION AND EXPERIENCE

1. From what high school did you graduate? ..... Date of graduation .....
2. Give names of any other high or special schools or colleges attended, and dates of attendance. (Failure to comply with this request will be considered a serious breach of honor.)
   ..... 19 .... to 19 ....
   (Name of School) (City) (State)
   ..... 19 .... to 19 ....
   (Name of School) (City) (State)
3. Have you ever attended this institution? ..... When? .....
4. Activities or hobbies in which you are interested either in school or out (i.e. music, stamps, 4-H) .....
   .....
5. List honors received .....
6. What jobs have you held? .....
   How long? .....
   Names of employers .....

COLLEGE PLANS

1. When do you expect to enter? ..... Do you plan to complete a full course in this institution? ..... If not, what are your plans? .....
   .....
2. What major course do you expect to follow in this institution? ....
   (First Choice) (Second Choice) (Undecided)
3. If undecided, in what fields are you most interested? .....
4. What is your choice of vocation? .....
5. State your plans for financing your college course .....
   .....

PHYSICAL CONDITION

1. Height ....ft. ....in. Weight .....lbs. Are you physically sound and well? .....
2. If not, describe your defects or health problems .....
   .....

..... (Signature)

THREE

Date _____ (Current Date)

OFFICIAL TRANSCRIPT RECORD ISSUED TO _____

This record is to be filled out by the high school official. Please sign this page and mail application to the Registrar of the institution the student wishes to enter.

This is to certify that _____ was ☐ / was not ☐ / will be ☐ graduated from _____ High School of _____ on _____ (Name of High School) (City and State) (Month) (Day) (Year)

with a { diploma ☐ / certificate ☐ } on _____ (Month) (Day) (Year)

In detail below is shown a complete record of the credits and grades earned. He { has satisfied ☐ / has not satisfied ☐ / will satisfy ☐ / will not satisfy ☐ } our graduation requirements *with grades certifiable for college entrance.* Entered this school on _____ (Month) (Day) 19 (Year)

He ranks _____ in his class of _____ students. His grade average is _____

(Class rank and grade average to be based on entire high school record, either 3 year senior high or 4 year high school. Grade average to include ALL grades for 3 or 4 year high school.)

H. S. accredited? (Check) Yes ☐ No ☐

Valedictorian _____ Salutatorian _____

_____ (Signature of Principal or Superintendent)

Please list semester failures and indicate whether or not the subjects were repeated.

	Subject	Year Taken	No. of Weeks Studied	Periods per Week	Grades 1st Sem.	Grades 2nd Sem.	Credits Earned		Subject	Year Taken	No. of Weeks Studied	Periods per Week	Grades 1st Sem.	Grades 2nd Sem.	Credits Earned
LANGUAGE ARTS	English	19						MATHEMATICS	Elem. Algebra	19					
		19							Adv. Algebra	19					
		19							Pl. Geometry	19					
									Solid Geometry	19					
	Speech	19							Trigonometry	19					
FOREIGN LANGUAGE	French	19						NATURAL SCIENCE	Biology	19					
									Botany	19					
	German	19							Chemistry	19					
									General Science	19					
	Latin	19							Physics	19					
									Physiography	19					
	Spanish	19							Physiology	19					
									Zoology	19					
SOCIAL SCIENCE	Anc. History	19						OTHER SUBJECTS		19					
	Med. & Mod.	19								19					
	Pacific Rim	19								19					
	U. S. History	19													
	World History	19													
	Civics	19													
	Economics	19													
	Sociology	19													

(A credit is applied to work taken in high school. To count as a credit, a subject must be taught five times a week in periods of not less than forty-five minutes, for a school term of eighteen weeks. Two credits constitute one unit.)

Grading System _____

Passing Grade _____ Grades not transferable to college _____

FOUR

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